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ABSTRACT

This tenth annual report of the Institute for Research and Development in Occupational Education outlines the activities of the Institute for fiscal 1981. In an overview of the Institute's past year, the following topics are covered: administrative support to 16 projects, coordination of Federal and Vocational Education Act projects, and highlights of the Institute's fiscal 1981 activities. Summarized next are 14 Institute activities pursuant to grants and contracts in such areas as curriculum evaluation, sex equity, statewide planning, retention among community college students, training the handicapped, the school-to-work transition, student characteristics, inservice teacher training, and job placement for the handicapped. A number of in-house projects are described, including urban vocational director-staff development activities; the special interest paper series; the message on occupational education; business/industry/labor meetings; communications; services to schools and colleges; basic skills development; technical assistance workshops; presentations, meetings, and seminars; and management training workshops. Also mentioned are contracted services, a retrospect on and prospects for the Institute, and special acknowledgements. Appended to the report are correspondence and publicity materials relating to the above-mentioned in-house projects. (Previous Institute annual reports are available separately--see note.) (MN)

ED212846

annual report #10

Institute for Research and Development in Occupational Education

Lee Cohen

CASE
Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

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ANNUAL REPORT #10

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

FISCAL YEAR 1981

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

as a component of the Research Coordinating Unit
in cooperation with the
OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION
The New York State Education Department
University of the State of New York

CASE 17-81
December 1981

The program reported on herein was performed
under VEA Grant #53-81-703.

The Institute is a component of the State Education Department's Research Coordinating Unit, a part of the Division of Occupational Education Planning and Information, Research, and Evaluation of the Office of Occupational and Continuing Education.

Funds for this project were provided under grant VEA #53-81-703.

FOREWORD

In anticipation of an appropriate commemoration of a decade of service, this Annual Report was to have been distinguished by a type-set, glossy document replete with photographs. Instead, economic realities of federal recisions, and the portent of reduced funding for FY '82, warrant austerity and discretion. Accordingly, resources originally contemplated for that purpose were utilized for program improvement activities of another dissemination service.

The Institute has benefitted from cooperation provided by the Office of Occupational and Continuing Education (word processor capability) and the Center for Advanced Study in Education (publication services) to enhance the appearance of this document. The real testimony to ten years of service, however, is in the content of the Report. As will be seen from the activities described for this year, and those compilations for grouped periods of time, very significant contributions have been made in a number of program improvement areas.

As a component of the State's Research Coordinating Unit (RCU), the Institute has engaged in research and related activities which contributed to Statewide comprehensive plans for program improvement. Additionally, federal grants and contracts complemented those priorities. Dissemination of the results has also been an objective, and has been realized through individual project reports, distribution of visual and print products, and presentations at national, regional, and local meetings and workshops.

What follows, then, is a reflection of activities, both current and historical, enabled through an instrumentality established ten years ago. While its development has evidenced slight changes in character (maturation enabled certain reaches not anticipated initially), it has remained true to its goal of serving occupational education through attention to State and federal priorities.

Still greater changes can be anticipated for the future; with the effects of modifications in federal funding levels and patterns still uncertain, projections are blurry. What can be assured is a continued commitment on the part of the director, staff, and the Center for Advanced Study in Education, CUNY to meet the needs of occupational and continuing education constituents to the full extent of its abilities. It is encouraging to know that certain federal government agencies, in addition to the New York State Education Department, will continue to provide partial support of Institute activities for the coming year.

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Consultants

A total of 150 consultants were employed during this project period.

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INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION

ANNUAL REPORT #10
1980-1981

Institute for Research and Development in Occupational Education
VEA #53-81-703

I. Overview

Administrative Support

In this fiscal year, IRDOE provided administrative support for a total of sixteen projects and ancillary support for two additional ones. Five were federal grants or contracts, and thirteen were State grants. Each of the projects reflected support of priorities described in the New York State Plan for Occupational Education and, as a component of the State's RCU within the Office of Occupational and Continuing Education, contributed to research and related activities complementing Statewide comprehensive plans for program improvement and dissemination of the results of those efforts.

It may be appropriate here to amplify the intent of such a structure. First, beginning in 1963, it seemed that VEA monies were utilized, often, for "stand-alone" projects applied for by individuals within institutions eligible to receive such funds. The projects were frequently based upon biases or pet concerns of the principal investigators (or the institutions they represented), and may or may not have been a part of a larger scheme. That is, although answering an immediate question or need, the relationship to other operations, locally or statewide, was either ill-defined or non-existent. Further, "piecemeal" studies often did not attend to the resolution of a problem; at best, they put bandaids on wounds that would fester. In the absence of direction and continuity, investments, while yielding some dividends, were not as productive as they might have been. Additionally, either because of delays in funding or mobility of personnel in (or from) the institutions, projects often were not continued when warranted or were aborted when unwarranted.

In 1971 the author discussed these and other matters with the Assistant Commissioner for Occupational Education (the State Director of Vocational Education under the VEA legislation), and the Chief of the Bureau of Occupational Education Research (Director of the RCU). The result was a projected instrumentality that could:

1. outreach for the SED to perform functions the Department could not directly perform, either because of a lack of, or lack of time of, personnel with special expertise, the travel availability of such personnel, or the lack of cost-effectiveness.

2. develop closer relationships with LEA's for more rapid responsiveness to developmental needs as they arise.

3. perform theoretical and practical research on an ongoing basis for agencies.

4. develop appropriate liaisons with private agencies for activities that benefit vocational education.

5. outreach for funding (e.g., private, federal) that the SED was not eligible for, to enhance vocational education in the State.

Although these broad-brush goals were verbalized, it was recognized that specific objectives would spell out many functions implied. It was hoped that through a centralization of resources, various economies could be effected, and that continuity of effort would protect earlier investments. Finally, by "packaging" efforts, research and developmental activities could be dovetailed to complement earlier activities and contribute to a meaningful whole.

Over the ten years of its existence IRDOE not only dramatically proved its ability to achieve those goals but to broaden its activities. The expansion to dissemination, public relations, and field services, for example, went beyond implied objectives within the goal structure. Further, taking the lead in research and developmental services on behalf of special needs populations (e.g., the handicapped and women), prior to the enactment of federal legislation, enhanced the SED's stature nationally. Additionally, assuming proactive roles in implementing research and development findings, and acting as a catalyst in such activities as futuring, inured to the benefit of the OOCE. Finally, many materials produced by IRDOE, both visual and print products, have gained national and international acclaim and demonstrated the OOCE's ability to increase the impact of dollar expenditures.

None of the foregoing would have been possible without the administrative support provided by the SED. But, as icing on the cake, the resources supplied by the State enabled IRDOE to outreach for federal and private grants and contracts which benefitted occupational education in the State and nationally. While the total of administrative support dollars for the last five years was approximately $350,000, outside (non-State) grants and contracts exceeded $1,600,000 in that same period---almost five times the investment in administrative support. Were the additional State projects to be considered in the data (other VEA monies administered by the OOCE, handicapped dollars administered by OVR, etc.), the ratio of total dollars to investment in IRDOE would exceed 14 to 1!

Coordination of Federal and VEA Projects

The ability to generate projects which enhance occupational education curriculum, deliveries, guidance, and the like brings with it the responsibility to oversee and coordinate, where appropriate, to maximize success and capitalize on limited resources. In addition to insuring realized progress at specific points in time, projects under IRDOE aegis have the benefit of an organization to assist or facilitate when unforseen circumstances arise. This includes both human and physical resources to overcome unanticipated barriers, lacks in certain expertise, etc.

Forms of assisting activities range from obtaining cooperations at schools and colleges in the conduct of research to establishing contractual agreements with vendors. The foregoing, simplistic sentence belies the truth; days and weeks of effort may go into, for example, obtaining principals' or presidents' approvals for using certain school or college populations in a research or demonstration project. Too, contracting procedures often require announcements and bidding procedures, preceded by the development of specifications based on other research. Sometimes the best project directors are not good managers, and when their interests, abilities and time are devoted to research and development, the nitty-gritty activities of administration take a low priority. Should the project's budget not accommodate adequate administrative assistance (most often the case), IRDOE personnel complement.

An additional responsibility is staff development, and consists of helping individuals apply their expertise in specific disciplines to occupational education. It also involves exciting the interest of young researchers in the field of occupational education, where a dearth of such personnel exists. Doctoral students at the Graduate School are exposed to the field through employment in projects and, with guidance provided, often elect to do their dissertations in some allied areas. When this is accomplished there is the optimization of resources, since their products complement other activities to form the "package" needed for implementation.

Highlights

While subsequent pages will describe specific in-house projects and various projects obtained through grants and contracts, certain activities warrant special citing here.

Our ongoing commitment to services on behalf of handicapped populations was evidenced by continuation of our "Field-Based In-Service Training..." and "Interpersonal Skills..." projects, and a new undertaking for the Office of Vocational Rehabilitation, "A Model Job Placement Clearinghouse." Additionally, staff members participated as panelists or speakers at, e.g.:

- The Eastern Regional Leadership Training Institute (for persons with special needs), Philadelphia, Pa. (Sponsor: University of Illinois)
- Success With Handicapped Students, Nassau Community College (Sponsor: Rochester Institute of Technology)
- Suffolk County Rehabilitation Council Conference, Dowling College

Further, the American Council on Education, the New York State Federation of Chapters of the Council for Exceptional Children, The U.S. Department of Education's Office of Special Education and Rehabilitation Services, Rehabilitation World, and the United Cerebral Palsy of Florida have all published materials by and/or about Institute activities and staff members. Samples may be found in Appendix A.

Nine years of activity in sex equity matters, as with ventures in behalf of the handicapped, have provided a wealth of experience and gratification. In addition to print materials, IRDOE has produced film and videotape materials which have received national and international acclaim as exemplary products to combat stereotyping and sex bias. Samples of correspondence lauding our efforts regarding our products and workshops, and requesting materials, may be found in Appendix B.

Dissemination activities, an objective early on, have increased significantly over the years. In this fiscal year IRDOE expanded its film and video product dissemination through contractual agreement with an additional proprietary distributor, and developed yet another vehicle, "Message on Occupational Education." This "MOE" is intended to describe for the occupational education community what innovative and exemplary activities are going on in New York State to increase their utilization and, at the same time, to provide the positive contributions of VEA dollars for community consumption. Samples of the highly positive responses are included in Appendix C.

Increased dissemination efforts were greatly aided by IRDOE's ability to combine both human and physical resources as the "umbrella organization" for many projects. One new product, the "Superperson" booklet, was published with a 26% increase in copies available to students at no extra cost. Similarly, 3500 copies of a brochure describing "A Man's Place..." were produced for the SED when only 1000 were projected in the grant proposal.

Yet another illustration of IRDOE's ability to maximize resources is provided in Project SEISMIC. At the conclusion of the Statewide workshop contracted for in the grant proposal there was a small amount of money remaining---too insignificant to do much with. By combining project personnel resources, and utilizing goodwill and contacts developed through their--and IRDOE--involvements, additional Facilitators and Field Test Participants were obtained at no cost to conduct another, one-day conference for N.Y.C. high school personnel. In addition to approximately sixty persons served in that conference, several smaller meetings were held to accommodate groups of persons unable to attend either.

Publications continued to reflect IRDOE's activities this year, as well. Educational Evaluation and Policy Analysis, May-June, Vol. 3, No. 3, 1981 carried "A Procedure to Link Evaluation and Funding Decisions" by Dr. Carol Tittle (a former IRDOE project director), Marsha Green and Mara Zibrin, graduate students at CUNY. Educational and Psychological Measurement, 1980.40, carried a book review of A Handbook of Vocational Education Evaluation, edited by Drs. Abramson, Tittle, and Cohen, which was flattering. The Journal of College Student Personnel, Vol. 22, No. 2, March 1981, carried "Student Participation in Test-Anxiety Desensitization Workshops as a Function of the Sex of the Student and Counselor," co-authored by Dr. Theodore Abramson. The first issue of Vol. 1 (March 1981) of the Occupational and Continuing Education Newsletter carried an article by the Director of IRDOE on "Communicasting--A Reality," which discussed the FCC's proposed rules for Low Power T.V., and another SED publication, the RCU Newsletter, Vol. 13, No. 6, published an overview of our publication, "Career Counseling and Job Placement at Two-Year Colleges: A Guide."

Although last year's Annual Report cited the progress in "Communicasting," marked by the inception of the first FCC-approved demonstration on a UHF frequency (in Eagle Bend, Minn.), considerable pride is taken in the announcement of proposed rules and regulations for low-power TV (LPTV) in the Federal Register, Vol. 45, No. 203, October 17, 1980. For first-time readers of IRDOE reports a brief synopsis of IRDOE's activities in communicasting is appropriate:

The "communicasting" concept embodies the basic elements of both communication and broadcasting. It is best defined as the use of co-channel multilateral communication to educate the participants as well as a listening/viewing audience. In essence, two-way low-power television is enabled between schools, between schools and community bases (e.g., hospitals, libraries, senior citizen homes), between schools and homebound individuals (the handicapped, mothers with small children)--virtually any combination of the above and other outreaches--via unattended repeater/translator stations which serve a community or group of contiguous communities. Unlike certain extant modes of delivery (e.g., via cable, phone lines) there are no service and time charges, since the transmissions are airborne; and unlike Instructional Television Fixed Service (ITFS) which operates in the microwave range, the cost of terminals is considerably less than that of ITFS.

The Director of IRDOE introduced the schema in 1974 and, upon successful demonstration in the Syosset, L.I. school district, petitioned the Federal Communications Commission (FCC) for frequencies in the UHF range. The Executive Office of the President's Office of Telecommunications Policy (now the National Telecommunications and Information Administration of the Department of Commerce) first published our project in their Interagency Committee Report on Rural Commmunications and subsequently arranged a meeting of FCC, DHEW, NSF and legislative representatives to expedite action on our petition. Ultimately, the FCC opened a full "Notice of Inquiry" into the matter of low-power T.V., and declared our petition moot (since they were now undertaking a full study which incorporated the IRDOE concept). A task force was established by the FCC to assess the responses to its full Notice of Inquiry. A group from that task force, headed by Chairman Paul Jones, visited us early in the 1978-79 school year to witness, first hand, our transmission and reception capability via the repeater, and to discuss the potentials of such a system nationally. More than slight encouragement was provided regarding our continued involvement on the national scene, to possibly provide technical and other assistance to communities desiring to implement the technology in an instructional program. Of particular interest was assistance to Eagle Bend, Minnesota, and the adjacent communities of Clarissa and Bertha-Hewitt, in their consortium effort to provide instruction for classes of low enrollment in each district. The shared instructional services via communicasting would enable each district to maintain its teachers and serve those students seeking such instruction. This resulted in the first FCC-approved demonstration mentioned earlier, and contributed to the FCC's information base for establishing the proposed regulations for LPTV.

In the view of this writer, it is unfortunate that the FCC's proposed regulations incorporated opportunities for private, as well as for public, endeavors in LPTV. The acceptance of applications for station licenses in advance of the regulations being finalized resulted in over 5000 applications and a forced stop on further applications for lack of resources to handle them. It is estimated that an additional 5000 applications are awaiting the lifting of the "stop order." At this writing the FCC is contemplating a review of accepted applications by computer to ease their handling problem. Such a move will eliminate engineering judgments; this may malaffect awards. At present, however, IRDOE, through the Graduate School and University Center, has applied for Channel 17 and is awaiting action on the application.

Yet another source of gratification is the coming to fruition of a concept introduced by IRDOE in 1972 to the New York City public high schools: Computer-Assisted Guidance (CAG). It was believed that many more students would elect occupational education curriculums if they had a better sense of those available, and if they could explore aspects of the work world (data on employment, job outlook, etc.) and determine how their interests, abilities, and personal concerns (job status, life-style, etc.) could be satisfied. In essence, to improve counseling (facilitate counselors' and students' ability to obtain and utilize vast amounts of information) through computer services, we projected a service that would permit students to do occupational "searches" of computer information bases. College and financial aid data bases were also projected.

Citibank, at that time "First National City Bank," funded IRDOE to demonstrate such a program and test its feasibility in five N.Y.C. high schools. Although the concept was not unique (IRDOE was able to contract with a proprietary vendor for the data banks and program), it was the first attempt at service to high-density, urban populations. On the basis of overwhelmingly positive subjective responses of high school principals, teachers, students, parents, and parent groups, to say nothing of the media, Citibank awarded IRDOE an additional grant for assessment of impact and the continuation of the demonstration. In the 1975-76 school year economic constraints on the High School Division of the Board of Education prevented expansion of the program to additional high schools. Despite the outstanding success of the program, the continued economic adversities of the Board of Education led Citibank to postpone the granting of an additional award to IRDOE. This would have been used for the development of a new set of data banks and retrieval system more appropriate to the needs of N.Y.C. youth and adults. Citibank rightfully questioned the extent to which it should make a heavy financial commitment if the products projected could not be utilized by the Board of Education because of its financial difficulties.

Coexistently, IRDOE was demonstrating the feasibility of CAG in the community colleges and, subsequently, in correctional institutions. In Annual Report #5 (1975-76) this author wrote:

> Closely associated with (the need for automation technology for information retrieval) is the ability of the community college and high school systems throughout the State to employ similar (or the same) systems. The evidence is in and strongly favors the development of a Statewide network utilizing the established Board of Cooperative Educational Services (BOCES) regional computer centers for delivery throughout the State. The system is feasible, it has demonstrated impact, and would be cost-effective, based upon our data and projections. What is needed, perhaps, is a joint effort by the SED and one or more private funding sources who would have assurance that their investment would be put to good use.

In the same report it was also stated, in connection with the postsecondary demonstration, that:

> Four community colleges have been involved in this project with intent to demonstrate and test utilization of computer-assisted guidance for populations of post-secondary students whose occupational goals were not well defined, who were dissatisfied with their occupational curriculums and would seek other occupational

> areas to enter upon, who needed information on vocational offerings not immediately available to their own institutions, etc. IRDOE has been concerned with the utilization data, however, and hesitated to request a continuation grant for a second year's operation, although additional data had begun to signal modifications in administrative behaviors to improve the circumstance.
>
> In this, the second year of operation, which employed modified administrative actions, utilization did increase. Proprietary costs associated with this demonstration reduce cost-effectiveness. However, were these to be reduced through a State effort, the activity would become an extremely viable means of meeting expressed needs.

It is no wonder, then, in an historical perspective of IRDOE's contributions in the decade of its existence, pride is taken in the ultimate establishment of the New York State Occupational Information Coordinating Committee (NYSOICC), and the Career Information Delivery System (CIDS). Not alone is one of the computer programs utilized the same program IRDOE used (GIS), but IRDOE's projected need for localized data is also being satisfied through the New York Occupational File (NYOC). The Director of IRDOE continues to be involved in MetroGuide, the N.Y.C. Board of Education's information system, as a member of the Steering Committee.

Still another longer-term affect of IRDOE interventions is that of "futuring" as a Statewide priority. Beginning in 1972, with IRDOE's undertaking of the "Bookkeeping" study for the Bureau of Business Education, it became apparent that creating modifications in curriculum after prolonged periods of time was fraught with problems. Inertia, resistance to change, or other deterrents to extensive curriculum alterations could be overcome, we thought, if small increments of change could be introduced on the basis of periodic reassessments of employers' needs. Presumed, of course, was that technological advances would require change if students were to be adequately prepared for work with current and relevant skills. That an initial, significant change was necessary in the business education curriculums was apparent because of the impact computers and automation had already made. Projecting into the future, it was hoped, would enable appropriate planning for plant, equipment, and teacher preparation needs, in addition to curriculum modifications. Accordingly, the Office of Occupational and Continuing Education undertook a futuring study by establishing a Statewide, blue-ribbon committee and, with IRDOE's involvement, brought it to fruition with the piloting of new curriculum elements.

The experience of having futurists present to the blue-ribbon committee proved valuable, and so IRDOE was asked to replicate the procedure in futuring Health Occupation Education. We continue to be involved in the process to date, and take pride in our involvement in the futuring of additional occupational areas and practical arts, to be undertaken in the 1982 fiscal year.

II. Grants and Contracts

(Complete final reports are available, or will be available, for each of the following summaries.)

Persisters and Non-Persisters: Critical Characteristics Affecting Retention Among Community College Career Program Students
VEA 53-81-0395

Building on an earlier study of the correlates of enrollment, in 1980-81 with support from the Bureau of Grants Administration of the New York State Education Department, IRDOE undertook an investigation of persistence in college programs. This research project focused on a number of timely questions: in particular, in light of the high rate of attrition among first-year community college students, what factors distinguish between students who persist through the first year and students who do not persist. And, since it is important to know if the factors involved in the initial decision to enroll in a community college career program are relatively stable, are the enrollment predictors we established valid for a new population and do they relate to retention predictors?

The study's design, in which the 1979-80 sample of enrollees is used as a data base to which is added a cohort sample, allows us to address these questions and provides a first-time view of the relationships between the selection of a career program, the decision to enroll, and continued attendance--a longitudinal approach that clarifies the underlying dynamics and prepares the way for intervention strategies on an institutional basis.

Two populations comprise the 1980-81 study sample: Fall 1979 allocants to CUNY community colleges about whom we have a wealth of information (in addition to knowing whether or not they enrolled in CUNY, in another postsecondary institution, or did not elect to continue their schooling); and Fall 1978 allocants to the CUNY community colleges. Questionnaire data was used to supplement information about students collected by the individual colleges. Examining the retention patterns of the more recent CUNY allocants helped us ascertain the schooling patterns of both CUNY enrollees and of other subgroups, while inclusion of the 1978 allocant sample enabled us to: 1) validate the enrollment predictors, 2) investigate retention and its causes over a longer time span, and 3) concurrently validate the retention predictor variables.

The data were analyzed by sex, college, and program for the in-school groups and comparisons made between that subset enrolled in the CUNY community colleges and that enrolled elsewhere. Profiles were also drawn of the out-of-school groups: students who dropped out of college and those who had never enrolled. The final report, distributed to the State Education Department, to CUNY and SUNY administrators, and through ERIC and other clearinghouses, provides some further basis for compensating for predicted enrollment declines and should assist decision-makers in attracting new college students and in designing services to retain current ones.

Statewide System of Occupational Education Evaluation
VEA 53-81-1443

The objective of this grant was to provide the State's Office of Occupational and Continuing Education with technical assistance in refining the Statewide occupational education evaluation system. The VEA Amendments of 1976 mandated the evaluation of all programs within a five-year period, and provided certain criteria for assessment. The intent of the legislation was to insure that assessments, fed back to program administrators, would lead to program improvement.

Many SEAs sought guidance from the federal authorities who, in turn, variously contracted out for technical assistance or awarded grants for the development of model systems. When the Division of Occupational Education Planning and Information was expanded to incorporate Research and Evaluation, IRDOE volunteered assistance and, subsequently, contributed to the provision of refinements and a monitoring procedure for a pilot phase. To supplement IRDOE resources the Westchester Institute for Human Services Research was contracted with to develop a written guide for local LEA's regarding data analysis procedures and for training of personnel.

Sex Equity in Schools: Modules in Careers (SEISMIC)
VEA 53-81-1192

Throughout nine years of activity surrounding sex equity the Institute has sought to provide change agents with the knowledges, attitudes, skills, and habits that would result in equity for the sexes as that relates to occupational education. Much of our activity has been of a "hands-on" nature. That is, in conferences and workshops we sought to educate, train, or otherwise develop within personnel the sensitivity to identify inequities and the motivation to overcome them.

While successful, those efforts were costly, involving as they did the IRDOE staff, the physical presence of the groups we worked with, and the housing and/or feeding at a central location. Cost-effectiveness could be achieved, we knew, if auto-tutorial materials could be developed and if the participants could provide a multiplier effect in their districts/colleges/agencies. Accordingly, this project was designed to develop materials that could guide counselors, teachers, and administrators in the reduction of sex bias in the schools, and others in their own agencies and communities.

The modules, and their accompanying videotapes and workbook/manuals, include materials to provide substantive understandings of Title IX and VEA legislation, and provide many stimulus situations for lively discussions. They include:

- The Staff Development component: familiarizes faculty with the social and legal impact of sex inequities through print and videotape.

  Module A focuses on increasing the awareness of attitudes towards expanding sex roles and the effect of these attitudes on the teaching and counseling process.

Module B examines Title IX and VEA legislation and provides an opportunity to assess school compliance with the law.

- The Curriculum component: helps educators introduce students to an expanded perspective concerning roles of males and females in our society. Six structured classroom lessons, pertinent sex equity references, student worksheets and stimulus videotapes comprise a comprehensive teaching unit.
- The Community Outreach component: provides educators with a protocol for sensitizing local employers to issues of sex equity in hiring and training. Detailed strategies for contacting the business community, and suggestions and materials for program presentations are included.

A major workshop/conference was conducted for LEA/BOCES personnel representing all Occupational Education Planning Regions in the State. Additionally, several conferences in N.Y. City, the Mid-Hudson region, and Albany added to the dissemination effort.

Collecting and Reporting Information on Occupational Education
VEA 53-81-1275

Concern with improving the timeliness, validity, and utility of information that is used to plan, manage, and evaluate occupational education programs has been a cornerstone of the OOCE and the Division of Occupational Planning and Information, Research, and Evaluation for many years. Beyond the need to meet mandated reporting requirements has been the desire to obtain reliable information about students and the effectiveness of their occupational programs in order to improve services.

IRDOE joined forces with the SED and the New York City School District's Office of Occupational and Career Education (OOCE) to undertake the task. Functional specifications for meeting selected information needs of the OOCE were developed. Additionally, extant modes of data gathering and reporting were reviewed and decisions made regarding appropriate modifications. These latter decisions were intended to facilitate and complement the State's data gathering activities in the Occupational Education Reporting System (OERS). Finally, consideration was given in all of the foregoing to the development of a process for specifying the reporting and evaluation systems necessary to insure the effective and efficient management of the SED: OOCE's new, competency-based vocational education curricula.

In order to maintain continuity of effort without straining personnel resources to the limit, the Institute contracted with Metis Associates, Inc. to carry out much of the activity. A detailed account of their, and IRDOE's, efforts may be found in the final report #CASE 07-81.

Data Treatments for Curricula Evaluation
VEA 53-81-1468

The Office of Occupational and Continuing Education's Division of Occupational Education Instruction (New York State Education Department) was concerned with gathering data to evaluate the curricula of several education programs. Interviews were being conducted with workers and supervisors in business and industry across the State to determine the importance of various program aspects.

Results of these interviews were being recorded manually on standardized questionnaires. These results had to eventually be analyzed to determine what occupational skills are needed in each of the programs, and whether or not curriculum modifications are required to meet occupational needs in New York State.

In order to obtain initial summary reports in a timely manner, and to build a data base that can be assessed to produce meaningful statistical reports on request, it was necessary to process all questionnaire data by computer. This is evident by the volume of questionnaires (nearly 60,000 forms), and the total amount of informational data (over 5 million characters) to be handled.

The Institute proposed to have the questionnaire results converted to machine-readable data and a program written to build the data base and generate reports. By virtue of proximity to SED data gathering services and previous satisfactory service, it was determined to subcontract some portions of the activities to Phoenix Data Service of Albany, N.Y.

Since the results of our effort were specific products (delineated below), no "final report" is provided as such. Fulfillment of our obligation was satisfied by submission of the following to the SED:

1. File of Questionnaire Data (in SPSS compatible format)
2. Program to add future data
3. File of Task Description data
4. Program to add future description data
5. Program to produce standard reports
6. Three production final reports.

Graduating Seniors: A Comparative Study of Co-op and Non-Co-op Education Students' Transition to Work and Advanced Schooling

510AH00058

The fundamental question underlying this research program is whether the reported higher rates of post-graduation employment of graduates of four-year college programs of cooperative education is a result of better and more relevant preparation or of wider and more personal connections to employers. The major issues addressed relate to the factors that affect students' initial choice of a cooperative education program and the results of that choice in terms of their accomplishments. We were particularly concerned with identifying precisely what students learn in co-op. In other words, this study asked if co-op students differ, in contrast to non-co-op students, in attitudes, interests, and needs; in specific work-related knowledge and skills; in broad-based information and contacts; and/or in a more generic economic and practical value orientation.

During the 1980-81 year, with funds from the (then) U.S. Office of Education, Cooperative Education Branch, we tracked large numbers of graduating college seniors through the student-to-employee transition. Selected from the same colleges and universities, the final sample for whom all data was complete consisted of approximately 700 students equally divided into two groups: those with undergraduate cooperative education experiences and those without such formal work experience. All students completed a Work Survey (containing descriptive, demographic information and a work history) and a Questionnaire that tapped attitudes toward and knowledge about the world of work. In addition, each student filled out a monthly Job Search Record--a diary of actions pertaining to looking for a job.

These data were analyzed for the co-op and non-co-op students and, among the latter group, for subgroups with virtually no adult employment history and significant amounts of adult employment. Moreover, selected analyses were done by sex and curricular areas for each of the major analytic groups. The final report presents profiles of the co-op and non-co-op student and provides a basis for attracting new groups of students and for tailoring the experiential experience to meet the maturational, information, and affective needs and post-graduation goals of those students in programs of cooperative education.

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students, Phase II - Field Testing the Manual

VEA 53-81-0391

The ultimate goal of this project was to prepare a field-tested manual which could be utilized by postsecondary student personnel staff members in training disabled students in high-order interpersonal skills. It was believed that such a work could supplement counselors' knowledge and skills by:

1. Identifying a group of generic and employment-related interpersonal skills which are behaviorally identifiable, trainable, and of value for disabled students as they engage in two-year college training programs, job seeking, and on-the-job situations.

2. Developing a set of sequential occupationally-related training exercises which would provide the context for practicing acquired generic interpersonal skills.

3. Specifying the approaches and methods by which student personnel staffs can train disabled students in generic interpersonal skills as well as the methods for their practice and use in vocational contexts.

The manual was field-tested in over thirty situations, and observed by the authors in accordance with a structured assessment schema. Extensive revisions were made on the basis of those evaluations, and the manual has been repackaged accordingly.

The document delivered to the Bureau of Grants Administration should serve as an important component in programs for handicapped students. It should strengthen and improve the skills of counseling staffs in vocationally-related interpersonal skills training, and thereby improve the quality of direct support services to handicapped students.

Dissemination of Sex Equity Materials
VEA 53-81-1191

As mentioned under Highlights, extensive work has been undertaken in sex equity activities over the last nine years. In addition to counselor education materials ("Motivation Advance Process" videotape and guide), IRDOE has produced two documentary films ("Turning Points" and "A Man's Place...") which have received outstanding acclaim. Two additional projects, "SEISMIC" and the "Superperson" pamphlet, were also undertaken; the former involved videotapes and guides for insuring sensitivity to sex equity issues, and the latter a "comic book" for lower-grade children to dramatize that women and men can do what had heretofore been relegated to one sex or another through earlier socialization. This current grant was intended to enable wider dissemination of several products. After development and testing, the "Superperson" pamphlet was produced for distribution. Almost 129,000 pamphlets were published, and were disseminated by the OOCE's Special Programs unit. Additionally, a brief discussion guide was produced for teachers.

Other deliverables requested by the SED were additional prints of "A Man's Place..." and brochures to publicize the film. IRDOE activity involved the delivery of 3,500 brochures to the SED describing the film, and twenty-five additional prints for strategic placement throughout the State.

Finally, dissemination included the presentation of these materials by IRDOE personnel at local, regional, State, and national professional meetings and conferences. The full extent is described in Annual Report CASE #10-81.

Data Acquisition and Analysis of the Characteristics of Occupational Education Students in New York City

VEA 80-3A-1174

The Bureau of Occupational Education Research (BOER) continues to monitor needs of the OOCE, and to respond to the requests for data upon which policy decisions are made. As a component of the RCU, together with the BOER, IRDOE undertook a cooperative venture to assist in the development of data for SED needs.

The data needed involved New York City occupational education students, making it much more cost-effective for IRDOE to undertake the task than personnel from Albany. Provision was made for accessing, retrieval, and analysis of student application and record data from the City University Applications Processing Center and other sources.

These New York City student data were a component of the Statewide Secondary Students' Profile Study. Since their derivation was in a different format from that of the upstate samples, advice was provided on the similarities and differences of various elements as they pertained to the data from other sources. Additionally, since New York City data was to be broken out separately, IRDOE provided reviews for appropriate comparisons. The final report is being prepared by the BOER at this writing.

Continuation of Health Occupations Futuring

VEA 53-81-1359

In this, the second year of futuring health occupations education, the Committee met four times and two subcommittee meetings were conducted as well. The following major issues were addressed:

- Credentialing and licensure.
- The technical areas of competence and knowledge to be required of Health Occupations Education personnel.
- Recommended program organization, and desirable instructional strategies to be employed in the new curriculum.
- The general objectives of Occupational and Practical Arts Education.

It should be recognized that four meetings involve considerable effort, both before, during and afterward; obtaining the futurists and specialists in curriculum areas, arranging the resources for the meetings, circulating materials to committee members and regional observers before and after meetings, arranging for travel compensations, etc., all require considerable time. Interactions with SED personnel, interim reports, and final publications all add to the burden. The outcomes, however, are gratifying.

Buffalo, N.Y. 12/11-12/80: Credentialing and licensure presentations were made by nationally known experts and representatives from professional societies and state regulatory bodies.

Syracuse, N.Y. 3/19-20/81: Technical competencies were discussed by experts representing allied health institutions and manufacturers of equipment used and projected.

Albany, N.Y. 6/3-4/81: Preliminary recomendations for a new program structure were discussed by the Committee, with preference voiced for organizing the occupations into one of either Direct Patient Care or Laboratory and Support Services subgroupings. Additionally, two core areas (occupational education and health occupations) would contain competencies that all health occupations graduates would be expected to master. (See Appendix D for copy of projected program structure.)

Albany, N.Y. 9/23-24/81: The Health Occupations Education Committee met jointly with other occupational education and practical arts committees (e.g., Agricultural Education, Distributive Education, Industrial Arts) to address the problem of the general objectives of Occupational and Practical Arts education. A Delphi procedure was employed to assist in the development of final recommendations.

On the basis of FY '81 accomplishments, three meetings of the futuring committee are currently projected for FY '82, including a public hearing for reactions to the preliminary recommendations which are to be published and distributed throughout the State.

Money Management for Women
564AH00326

This project involved the development of a program in personal money management for lower-income women between the ages of 24 and 54, as well as a strategy for delivering the program on a continuing basis.

In format, the Money Management for Women program consisted of six sequential two-hour sessions presented in a structured but informal peer-group workshop session. Content was tailored to convey a broad understanding of the whys and hows of money management, to provide participants opportunities to apply financial planning tools and techniques to their individual situations, and to bolster their confidence in their ability to exercise control over the financial aspects of their lives.

Major program activities included: examination of women's attitudes toward money, mathematics, and money management; clarification of financial goals; construction of a one-year personal money management plan; comparison and evaluation of savings/investment plans; and credit management. Leaders' guides and participant materials (i.e., worksheets, factsheets) were developed for all workshop sessions.

Six demonstration workshops, involving over 100 lower-income women participants, were implemented late in the Spring of 1981 in cooperating with six community-based organizations. Each workshop was led by female personnel from the host organization who had been trained by project staff. Through staff training and materials development, six community organizations were able to build in the expertise to institutionalize Money Management for Women as a regular program offering.

Field-Based In-Service Training of Regular High School Staff: Responding to Vocational and Career Needs of Urban Handicapped Youth

451AH00134

The central purpose of this project was to ultimately increase the participation of students with disabilities in those programs and activities in the high school that contribute to career and vocational development. This includes industrial arts and vocational shops, related academic courses, vocational counseling, co-op programs, field trips, and any other activity that contributes to the optimal development of students in the career area.

The proposal to the Office of Special Education, USDE, described a model for in-service education of the faculty of each participating high school. More specifically, a team is established in each school, including vocational, academic, and special educators, counselors, and administrators. Called the "gatekeepers," this team can directly or indirectly open gates in the school for special education students--directly through their work assignment as the school and through their recommendations to the admnistration, and indirectly through their outreach to colleagues.

Concretely, the project has concentrated on one borough each year--the Bronx in 1979-80, Queens in 1980-81 and Brooklyn in 1981-82. Five high schools in each borough have participated. In consultation with each school's principal, a team of six persons is selected. The team members are professionals who have a commitment to the goals of the project and who are able to play an influential role in the school whether through their official status or their informal leadership role among their colleagues.

The major activity of the project is a year-long series of biweekly workshop meetings with the five combined teams, held at the participating schools on a rotating basis. The topics of the meetings are attached, along with a training schema.

Each team member also selects 10 colleagues--the multiplees as they are called--who are a kind of network for dissemination. The project staff provides team members with brief reprints and other materials for dissemination to their multiplication training network.

Rather extensive evaluation has been done. Evaluation data has been available from two sources: first, from an internal evaluation that includes formative week-by-week feedback and summative pre-post data, and second, from an external evaluation team that conducts many interviews, with participants. The evaluation data indicate that the project has succeeded not only in increasing knowledge and understanding and changing atititudes, but also in generating plans for new programs and activities for special education students.

One of the most important outcomes of this project is its demonstration of the value of an interdisciplinary team functioning as a special education committee for the school. With vocation/career know-how on the team, there is opportunity for continuous study, communication, and recommendations regarding the needs of the special education program in relation to the resources of the school and community. The Project has also been selected as one of nine national exemplary models.

Project MART (Mathematics Avoidance Reduction Training) Phase II: Instructional Materials for Staff and Faculty Development

53-81-0392

Recently labelled and still only partially understood, avoidance of mathematics appears to be a widespread phenomenon. Many people, irrespective of educational level or socioeconomic status, experience a negative reaction to the study of mathematics and to everyday situations involving even an elemental arithmetic. Even in its milder manifestations, math avoidance stemming from math anxiety severely restricts vocational choice and career flexibility. Nowhere are these effects more profound than among community college students who, because of their negative attitudes toward and negative experiences with mathematics, enter college without the requisite educational background, the sense of mastery, or the inclination to take advantage of the full range of vocational currcula that lead to a wide range of careers.

Starting in 1979, with a grant from the Bureau of Grants Administration of the New York State Education Department, we have been conducting staff development workshops for CUNY community college math instructors and other faculty concerned with the causative factors and implications of math anxiety-avoidance behavior. Based on the premise that students' reactions to math can be influenced by what goes on in the classroom, the 1979-80 workshop series focused on providing faculty with new approaches and classroom strategies for teaching and with awareness of and sensitivity to the dynamics of learning mathematics. This workshop series represented one of the first efforts nation-wide to work with instructional rather than support staff in reducing or alleviating students' maladaptive behavior.

The pervasiveness of negative attitudes and avoidance behavior in the learning of math requires large-scale remedies. To this end, in 1980-81, the Bureau of Grants Administration gave us further support to develop instructional materials: to serve as a basis for future staff development programs; as self-instructional tools; for the training of instructors who, in turn, would train other colleagues to better cope with the needs of students and better prepare them to take advantage of the full range of occupational opportunities.

Together with two consultant teams of math instructors--experienced college faculty, half of whom had had prior experience as participants in Project MART and half of whom had had no experience with this particular approach--during 1980-81, IRDOE designed an instructors' Handbook, and pilot tested it in actual classrooms. By the end of the calendar year, the Handbook will be available in final draft form for large-scale tryout.

CIPHER CENTRAL
A Model Job Placement Clearinghouse for Handicapped Persons
OVR #TC-1

For many years IRDOE has been involved with the maximizing of the potentials of disabled students. Initially, our efforts were in the direction of sensitizing college administrators to the needs of handicapped populations, and the relative ease with which they could make their campuses "barrier free." The materials developed for a Statewide conference formed the basis for our nationally acclaimed publication, "Barrier Free Design: Accessibility for the Handicapped." Considerable pride was taken in the large increases in college enrollments of disabled persons, and the actions of college administrators to outreach to them.

Our second Statewide conference had, as its main theme, the provision of staff development to enable college personnel to provide better on-campus assistance to this new population, and a third year was largely devoted to bringing the placement officers and employers into harmony for the better placement of the handicapped in positions in business and industry. The latter emphasis highlighted the need for ongoing, and broadened, activity with the employing publics, and so "College and Industry: Partners in the Handicapped Employment Role" (CIPHER) was born. This project, also benefitting from advisory councils of employers and educational personnel underscored the advantages of such cooperations. Employments grew significantly. All participants concurred on the desirability of a central clearinghouse to facilitate the employers' search for appropriately trained personnel and to minimize the duplicative nature of college job developers' and placement officers' activities. The need became especially acute as the financial constraints in educational institutions reduced non-instructional staff.

The Bureau of Grants Administration, the primary funding source for all of the foregoing, was highly in favor of the clearinghouse concept from both a cost-benefit and cost-effective standpoint, but was constrained by the regulations which were implemented with the VEA Amendments of 1976. It was at this point that the Office of Vocational Rehabilitation, through active participation of its representatives in our previous activities, came to the rescue. Aware of the high praise for our activities in CIPHER, and desirous of further enhancing the potentials for increasing the employment of trained, handicapped persons, a plan for interagency cooperation was effected which resulted in the funding of this project. The project, funded as of February 1981, has involved the planning and gathering of resources and data for full implementation of the model in the next academic year.

III. In-House Projects

This section deals with those activities that were contractual obligations of the administrative grant, additional assignments undertaken during the year as an arm of the State's RCU, and undertakings designed to explore new concepts which could improve the occupational education process for students.

Urban Vocational Directors - Staff Development Activities

Although the Institute has undertaken Statewide staff development activities of various kinds since its inception, a prime responsibility has been to work with the "Large Five Cities" and those BOCES whose population size could approximate urban settings. Two such meetings have generally been contracted for within the IRDOE grant; in no one year, however, has the number of meetings been less than four. In addition to the large-group meetings, pre- and post-meeting sessions of a smaller nature are held to plan, evaluate, and otherwise meet needs of several of the directors.

Usually, the small-group meetings involve "piggy-backing" at other, Statewide meetings (e.g., NYSOEA, AVEA), or arrangements in Albany when several directors have business at the OOCE. Such meetings, while economical from a travel point of view, do not serve as well as would be hoped. Occasionally, urgent district business precludes attendance by some directors at some Statewide meetings; at other occasions there is insufficient time to deal with the pressing problems.

The established structure of rotating the staff development meetings, while creating some travel and time costs, provides certain opportunities and ancillary benefits that would not ordinarily prevail. An opportunity to visit a special facility in Buffalo, for example, or the exposure to one superintendent's perceptions regarding a particular occupational education offering, is more than worth the trade-off. The latter illustration may be amplified by the fact that at three of the last four meetings superintendents met with us, providing for their deeper appreciation of occupational education activities. On several occasions board members met with us, as well, enabling two-way interactions that were most beneficial to all. In this academic year, the following large-group meetings were held:

September 10-11, 1980	Syracuse, New York
December 18-19, 1980	New York, New York
April 7-8, 1981	Rochester, New York
June 16-17, 1981	Buffalo, New York

Additional meetings of small groups included those at NYSOEA, AVEA, and the Futuring meeting in Albany. Sample programs and commentary pertinent to the meetings may be found in Appendix D.

Special Interest Paper Series (SIP)

In the 1981 fiscal year IRDOE continued the occasional publication of SIPs and, as in the past, requests continued to be received for mailing list status. It would be in order to repeat, here, what was written in Annual Report #9:

> Response to our SIP papers has been laudatory in the past, and this year was no exception. Increased requests to be "put on the mailing list," while flattering, provide a concern, however; the intent of the one-topic papers is to target them for a select audience--persons for whom the topic has special meaning and who are in a position to act upon the information. Hence, there is no one "mailing list" (other than our Advisory Council and select SED and LEA persons who are kept informed of all our activities), and the conflict is obvious. We will continue to satisfy the intellectual curiosity of those who request current SIP papers, but apologize to those who expect a continuity of effort on our part.

The SIP papers produced this year were:

#23 Impact of Experience and Maturity on the Responsibilities, Attitudes and Capabilities of Cooperative Education Students

#24 Expanding Career Opportunities for High School Special Education Students: An In-Service Education Project

Additional SIP papers, planned earlier, were postponed when decisions for resource allocation favored other dissemination activities. One such activity, the publication of "Message on Occupational Education" (MOE), is described below.

Message on Occupational Education (MOE)

Toward the end of FY '80 our concerns included the projected reauthorization of VEA funding, and what had been, essentially, "bad press" for occupational education throughout the year. Highly publicized ills, both real and imagined, had even professionals wondering if they were doing the appropriate things.

The contention of this author was that we in the occupational education area have been responsible for much of what befell us--if only by omission. That is, while some things do, in fact, need improvement (our "raison d'etre"), we have not adequately publicized the positives. Reference was made to this in Annual Report #9:

> ...We have, as a profession, contributed to and witnessed much progress in service to women, the handicapped, the disadvantaged, and other special needs populations in the last decade, but have done relatively little to publicize the facts. Similarly, the majority of graduates of our institutions enter the labor force with the skills enabling them to do very creditable jobs, but the employing public is sampled regarding those who don't.

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We promised then to embark on a campaign in FY '81 to publicize the positives, and to encourage recipients of our publications to do the same by further disseminating our "Message on Occupational Education" to their communities--both professionals and lay publics.

Two MOE's were produced in this fiscal year, each having significant impact:

MOE #1: Sex Equity in Occupational Education, and
MOE #2: In-School Youth Employment and Training Program

The former delineates nine years of IRDOE's activities in sex equity, and invites dissemination of that knowledge as well as inputs from others who have made contributions in the area. The latter describes an exemplary program providing services to high density urban populations under YETP. Twenty-five hundred of each MOE were mailed in FY '81. Some of the reactions to the MOE's may be found in Appendix C.

Business/Industry/Labor Meetings

Largely through the good offices of the Institute's Advisory Council, but with the assistance of the N.Y.C. Board of Education's Office of Occupational and Career Education as well, IRDOE personnel met with representatives of industry, business, and labor to obtain information, exchange ideas, explore possible new projects, etc. Frequently, to obviate encroachments on their own busy work schedules, lunch- or dinner-hour meetings were held. On other occasions, busy executives were good enough to provide time during their office hours.

Several important outcomes can be cited. There were frequent, conflicting views among the business and industry persons regarding the economy, growth potential for employment, effects of high interest rates, etc. Not alone was this true among them, but frequently were there similar differences of their opinions with national and state data and renowned economists. Of considerable consternation was the conflict between "supply-side economics" promulgated by the Reagan administration and the lack of salubrious effects upon the economy; longer range, however, there was unanimity regarding the effects of the proposed tax-cut program and, upon its passing, plans for actions to advantage companies in write-offs. Since the latter were largely capital expenditure plans, the immediate effect upon the labor market was not projected as significant. Further, on balance there seemed to be a continuing decline in manufacturing jobs; the transition to high technology and service occupations occupied the attention of all, as did the shifting in labor markets for different regions of the State.

The significance of the disparate perceptions in some areas, and the consonance in others, is that our sampling reflected differences in time and mood; were the occupational education community to react too precipitously it might encounter greater difficulties. What seemed to be confirmed was that a more global picture, over time, was needed. This, of course, underscored the values inherent in the OOCE's futuring thrust and, when described for company managers, evoked great enthusiasm.

Communicasting

A rather extensive overview of our efforts in "communicasting" has already been presented under "Highlights," and need not be presented here. It is important to note, however, the contribution of the SED's Office of Occupational and Continuing Education. Although no hard dollars were provided for specific efforts to foster the development of the technology nor the campaign to support the petition which contributed to the promulgation of the LPTV "regs," the very existence of the Institute provided for this national contribution.

Since communications to the public in federal literature, national, state, and local publications, and in other forms of media, have not always given credit to the N.Y. State Education Department and the Office of Occupational and Continuing Education, largely because of the complexity of the interrelationships with CASE and CUNY and the inability of editors to comprehend them, let it be said now. The Director and staff, by virtue of being here, were able to devote the overtime necessary to accomplish much of what was done. The existence of physical resources, as well, enabled much utilization during "down time." But beyond that, there was always the forbearance and moral support of the Assistant Commissioner and his staff, and the appreciation of a success-oriented approach, that enabled us to carry on in the face of frequent adversity. Although the final triumph is not yet at hand (i.e., a nationwide communicasting network schema), materials relating to progress of the first configuration in Eagle Bend, Minnesota, may be found in Appendix E.

Services to Schools and Colleges

Interactions with schools and colleges have continued to grow with each succeeding year of IRDOE's operation. In addition to the increased visibility our publications and products have provided, and the credibility gained through them and Institute staff presentations at national, state, and local professional meetings, the fact that we have been in the forefront of many movements has inured heavily to our benefit. Accordingly, it is not unusual to receive calls and letters from throughout the nation (and the world) requesting information, explication, publications, advice, consultations, etc. A quick review of every Appendix will evidence samples of the requests, sometimes reflected in "thank you's" for requests previously responded to.

Basic Skills Development

While IRDOE has been involved in other projects concerned with basic skills (e.g., MART, Career Paths), the Director has continued to serve as Eastern Regional Field Test Coordinator for an Education Department contract awarded to the Cornell Institute for Occupational Education (CIOE). Our cooperation with CIOE (a third component of the SED's Research Coordinating Unit) in this venture involves the oversight of pilot programs in New York.

The CIOE, in seeking to identify the basic skills necessary for successful performance of entry-level jobs in seven vocational areas, has developed Resource and Teaching Guides which require field testing prior to final publication. The materials include an introductory guide, Teaching Basic Skills Through Vocational Education, and four additional guides covering reading, oral communications, writing, and math skills. A separate Resource Guide provides additional materials to help teachers meet those skill needs of secondary-level vocational students.

Technical Assistance Workshops

IRDOE's viability as a responsive organization has been greatly enhanced throughout its ten years of existence. Each year has witnessed an increase in the number and kinds of requests for technical assistance, frequently in the form of workshops for small- and large-group meetings.

While many such activities are carried on directly by the OOCE, frequently short lead-time, previous encumbrances, unavailability of certain SED personnel, or lack of specific expertise will preclude the OOCE from the conduct of a particular function. On those occasions the OOCE has often turned to IRDOE for response on short notice; by virtue of the resources available in-house, or through the various units of CUNY or other New York City resources, we have taken pride in being able to serve rapidly and effectively.

In addition to responding to the OOCE, and such diverse SED groups as the Offices of Special Education and Vocational Rehabilitation, requests have come from the U.S. Department of Labor, the N.Y.C. Mayor's Office, The National Center for Research in Vocational Education, the Nassau County BOCES, Suffolk BOCES, and Westchester BOCES, and diverse lay groups representing disadvantaged or minority populations in need of assistance. Examples of the nature of requests and the organizations served by various members of IRDOE may be found in Appendix F.

Presentations, Meetings, Seminars, etc.

Closely allied to the foregoing, wherein primary responsibility may have rested with IRDOE staff, has been the ancillary activity of contributing through speaking engagements or conducting seminars where other organizations were responsible for the overall conduct of a program, conference, etc. Advisory Council activity, consultations, participation in LEA meetings, acting as resource agents for interagency committees, and participation in national meetings and school-work and school-community councils have also increased. A small sample of such activity would include:

- Northeastern Educational Research Association
- American Educational Research Association
- American Vocational Association
- American Personnel and Guidance Association
- Council for Exceptional Children
- New York State Counselors Association
- New York Association for Continuing and Community Education
- American Psychological Association
- New York State Personnel and Guidance Association
- Association for Humanistic Education and Development
- World Conference on Cooperative Education
- New York City CETA-Vocational Education Linkage Committee
- Metropolitan Guidance Information System Steering Committee

Finally, there has been the meeting of needs of various constituents throughout the nation, and internationally, which have been responded to although not in person. Samples of these and the former illustrations may also be found in Appendix F.

Other Dissemination Activities

One would wonder why, in light of various references to dissemination in previous pages, there should be a need to address "other" such activities separately. Our obligation to disseminate is not unlike the obligation one takes on in a counseling process, for example. Simply fulfilling the requirement of a grant through the completion of a project (and its dissemination component) does not free us of responsibilities to the field any more than the counselor is freed when a client terminates the counseling relationship and subsequently returns for some assistance.

Moreover, the Institute, although funded by the SED, is very much an agency unto itself in the eyes of other funding sources who provide supplemental funding for specific projects. These constituents expect a certain continuity of effort, as does the SED.

Accordingly, although we are not funded for NYSED sex equity projects in the 1981-82 school year, IRDOE and its products will be represented at the New York State Sex Equity Conference in November. Similarly, IRDOE expends effort in responding to requests for materials published many years ago. "Barrier-Free Design - Accessibility for the Handicapped," first published in 1974, continues as a "best-seller" (see Appendix F).

Although the SED does acknowledge these dissemination obligations and enables them in part, there are realistic limits. The cost of responding to requests for such visual and print products as the films, "Turning Points" and "A Man's Place..." and the "SEISMIC" materials is enormous. In addition to hundreds of dollars required for reproducing the products, there are the mailing and insuring costs, and the secretarial time in mailings, billings, following up on delinquent accounts, lost or damaged films, etc. We have, therefore, contracted with commercial distributors for such services. To the extent possible, we continue to serve the New York State constituents directly to minimize the expense they would otherwise have to absorb for the service of the commercial vendors.

Management Training Workshops

The OOCE priority to enhance the management skills of occupational education personnel during the 1981-82 academic year required the involvement of the Director in the exposure to the prescribed course (Model-Netics) and, subsequently, to the Instructor Training Program in preparation for teaching it. Although only incrementally involved during this academic year (1980-81), a considerable portion of time has been given to the preparation for conducting four classes during 1981-82.

IV. Contracted Services

Although requests for services are routinely responded to by IRDOE in its capacity as a downstate outreach of the OOCE and a component of the State's RCU, each of the ten years of the Institute's existence has witnessed a growth in the amount and nature of requests. At various times, in both reports of this type and in communications to various offices of the SED, this writer has found it necessary to describe the insidious nature of this problem. Requests for the time of various IRDOE personnel, for from ten minutes of questions relating to data interpretation to two days of assistance in developing an evaluation section of a proposal, would not seem overburdening in and of themselves. Multiplied by the growing number of requests each year, however, and coupled with the staff's growing need to conduct programs and develop proposals for other, outside, funding, one can understand the dilemma.

An initial solution was to contract out for activities that would require more time than the Institute felt was reasonable on a gratis basis. Frequently such contracts took the form of formative evaluation of a project for a year or more, or the conduct of intensive training sessions over a weekend. As the demands grew, the load upon existing staff became enormous, requiring employment of additional personnel. "Overload" activities, even when compensated for, do not always make for efficiency, nor are they conducive to good health. Yet, such overload was often taken on by the relatively few staff professionals since the timing of the requests, and the extent of time required for a specific task, might not have permitted the employment of additional personnel.

A confluence of additional factors also contributed to the circumstance. Chief among them was the reduction in the number of projects carried by IRDOE this year (16) as compared with 1979-80 (23), resulting in fewer professionals available. This also meant the director's slice of the organizing pie was larger. Additionally, in part because many of our constituents were faced with fewer dollars and fewer personnel, they sought our assistance in areas heretofore handled by them.

An intermediate solution was to prioritize to ensure that those activities we undertook would flourish, rather than spread ourselves so thin that nothing would work well. The longer range situation, of course, would be to increase our resources.

V. Retrospect and Prospect

Although dynamic growth is a characteristic of many young establishments, all have a slow-down or plateau in common at some point in their maturational process. Such growth companies as Xerox and Polaroid, for example, demonstrated dramatic growth in the sixties and seventies, and hit plateaus in their growth curves as they reached certain points in their development. The Institute, similarly, reached a plateau this year after nine years of growth and, in keeping with the problems indicated in the foregoing section, may evidence a contraction in FY '82. Should support be constrained further, due to federal budget cuts and/or private funding reductions created by a lagging economy, the outlook would be bleak. It would also feed upon itself very negatively, since there would be even fewer personnel outreaching for the fewer available dollars. The ultimate result is a reduction in the number of proposals that can be generated. Proposals developed in FY '80 for FY '81 were 27; with fewer project personnel in FY '81, only 21 were developed for FY '82. Should IRDOE realize ten or twelve projects for FY '82, the cutback in personnel availability would seriously affect our ability to reach out to the breadth of funding resources and effectively reduce the potentials for maintaining our ability to bring new monies into the State for occupational education activities.

What is not yet known at this writing is the disposition of the Executive Branch in the matter of the reauthorization of VEA funding. Congress has been prone to at least maintain vocational education funding at FY '81 levels, but the President has been talking of further education cuts which may include vocational education. Even if they should not, the nature of funding levels for instruction and for program improvement may vary; IRDOE, of course, relies on Subpart 3, program improvement, which may be considered less urgent in an austerity-type budget.

On the positive side is the recognition by many legislators that "more of the same" is not the answer in this highly technological age. The more technology, the more dramatic the change and, accordingly, the need for program improvement services to appropriately meet the training needs of personnel entering business and industry.

An additional ominous problem is the portent of the dismantling of the Education Department and the reassignment of sections to various existing Departments. To place vocational education within the Department of Labor, for example, might reasonably leave it without the leadership for educational activities and possibly relegate it to training activities for labor pools. Nor would there be spokesmen for education generally, should the various areas within the current structure be fragmented.

It is with consternation, therefore, that this writer departs from the upbeat tone of the "prospect" sections of preceding years. That is not to say that defeatism has taken hold; rather, that a greater effort will be required to combat those forces that might diminish the gains achieved to date. Further, that certain additional avenues of activity for IRDOE be pursued more aggressively. With the assistance of key professional and support staff, and those acknowledged in the next section, these goals will be accomplished.

VI. Special Acknowledgments

First and foremost, a word of appreciation to Ass't. Commissioner Gerald L. Freeborne who, in addition to being very supportive in all of our undertakings, has recently considered IRDOE one of his tomato plants for FY '82. (He, and others who have taken the Model-Netics management course, will know what is meant.) His faith in our ability to serve, albeit in a constrained fashion, will be sustained.

To personnel in the Commissioner's Office of Occupational and Continuing Education, whose continued cooperations have enhanced our ability to perform, thank you. Florence Sutler and Dale Post have always been ready to provide guidance and assistance. Bill Daggett and Bill Boudreau made certain to include us in their leadership of the futuring activities. Alan Robertson and Jim Dunn, colleagues in the RCU efforts, were always at hand with data or expertise needed for various tasks. And, quietly and efficiently, Doris Belton, John

Obermayer and Don Dugan kept us on the ball and in tune with SED regulations.

The postsecondary activities we engaged in received the benefit of the oversight of Mike Van Ryn and Larry Gray of the Bureau of Grants Administration. It is difficult to describe the value of supervision which acknowledges one's professionalism and provides the resources to facilitate the tasks--without overbearing direction. Perhaps it would serve to say that it results in an extra effort to insure excellence.

Members of our Advisory Council, too, continued to make themselves available at a moment's notice and, often, during their personal time (lunch and dinner hours, weekends, etc.). Although busy schedules did prevent some from personal attendance at some meetings, they were always available by phone and/or via the mails.

Special appreciation is extended to Deputy Commissioner Basil Y. Scott and Ass't. Commissioner Richard M. Switzer, of the Office of Vocational Rehabilitation, for having the confidence in the Institute to allow us to engage in a pet project involving placement of disabled, trained persons through a clearinghouse approach. It also demonstrated the putting into action of verbalized determinations for interagency collaboration.

To Mary Ann Etu, Doug Adamson, and Carol Jabonaski, although we seemingly will not be as involved for the coming year as we have been in the past, know that our working relationships have always been enjoyed and that, if only informally, we will continue to cooperate in ventures that enhance civil rights and sex equity.

For continued high interest and cooperation, more thanks to the Directors of Occupational Education from the "Large Five Cities" and those BOCES of an urban nature. Working with them has been a contribution to the writer's personal growth as well as, hopefully, to theirs.

And, to the professional and support staff of IRDOE, many, many thanks for giving so much. Although the trials and tribulations frequently raised hackels, we have endured and prospered due to your organizational commitment.

Finally, to Melanie Bentley, who "hangs in there" with all of us, who harangues and consoles, who picks up the pieces and reorders them when appropriate, and who somehow manages to stay together herself despite our inadequacies, "you are something else."

APPENDIX A

Handicapped

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
Urbana Illinois 61801
(217) 333 0807

August 26, 1980

Bert Flugman, Project Director
CASE Institute for Research and
Development in Occupational Ed.
City University of New York
New York, NY 10036

Dear Mr. Flugman:

You are invited to participate as a member of the educational leadership team from your state in the Eastern Regional Leadership Training Institute for Vocational and Special Education. Involvèment in this Institute will be important in shaping state policies that will ultimately improve the quality and quantity of vocational education opportunities for persons with special needs.

On November 16-18, 1980, the University of Illinois is conducting the seventh in a series of Leadership Training Institutes in Philadelphia, Pennsylvania. These Institutes are being conducted on a regional basis and are designed to facilitate communication between state leaders representing vocational education, special education, vocational rehabilitation, state advisory councils, disabled individuals, and teacher educators. Selected participants from the states of Delaware, New Jersey, New York, Ohio, and Pennsylvania are being invited to participate in this Institute.

The Leadership Training Institute Project is funded by the Division of Personnel Preparation, Office of Special Education, U.S. Education Department. The focus of the Eastern Institute will be "Business Sector/Vocational Education/Special Education Linkages." The enclosed attachment provides a description of the Leadership Training Institute (LTI) purpose, format, and the appropriate registration information.

Your immediate attention to registration for the Institute and securing hotel accommodations is important since the conference is invitational and rooms available for LTI participants are limited. We urge you to register by October 20, 1980. If you have further questions about the conference, please call Dr. Janet Treichel at (217) 333-2325.

We hope to see you in Philadelphia.

Sincerely,

L. Allen Phelps
Assistant Professor and Director
Leadership Training Institute/
Vocational and Special Education

Enclosure
LAP:skf

the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

VOLUME 6, NO. 4 **WINTER 1980**

ISSUE TOPIC: High School Programs For Students With Special Needs

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Expanding Career Opportunities for High School Special Education Students: An Inservice Education Project

Bert Flugman, Ph.D.
Leo Goldman, Ph.D.
David Katz, Ph.D.
Institute for Research and Development Center
for Advanced Study in Education Graduate School
and University Center City University of New York

This year, 1980-1981, we are engaged in the second stage of a three year project to provide inservice education to high school staffs about the career needs of handicapped students. Funded by the (now) Office of Special Education and Rehabilitative Services of the U.S. Department of Education, the project grew out of early projects we conducted, where, over a period of five years, we trained counselors to work with special education students. From those projects, we realized that the school must change in certain ways if handicapped youth are to have full opportunity to realize their educational and vocational capabilities.

The central purpose of this project is ultimately to increase the participation of students with disabilities in those programs and activities in the high school that contribute to career and vocational development. This includes industrial arts and vocational shops, related academic courses, vocational counseling, co-op programs, field trips, and any other activity that contributes to the optimal development of students in the career area.

The contribution of this project toward that ultimate goal is by means of inservice education of the faculty of each participating high school. More specifically, a team was established in each school, including vocational, academic, and special educators, counselors and administrators. Called the "gatekeepers," this team can directly or indirectly open gates in the school for special education students—directly through their work assignment at the school and through their recommendations to the administration, and indirectly through their outreach to colleagues.

Concretely, the project concentrated on one borough each year—The Bronx in 1979-1980, and Queens in 1980-1981. With the guidance of the Office of the Borough Superintendent of High Schools and the Borough and Central Offices of Special Education, we identify five high schools in that borough. In consultation with each school's principal, a team of six persons was selected. The team members are professionals who have a commitment to the goals of the project and who are able to play an influential role in the school whether through their official status or their informal leadership role among their colleagues.

The major activity of the project was a year-long series of workshop meetings with the five combined teams—biweekly and rotating the meetings among the schools. The topics of the meetings in the first year of the project were:

Self-exploration of attitudes toward disability through sensitizing activities and exercises.

A dialogue with parents of special education students regarding their needs, concerns and hopes for their children's future.

A dialogue with special education students regarding their career and vocational aspirations.

Analyzing current school based vocational/career services and programs for special education students. Formulating tentative team program goals for the year.

An overview of disability (physical, learning, emotional and mental retardation) and its implications for school based career/vocational programs.

A theory of career maturity and its application to special education students.

An overview of career education and vocational programs for special education students in New York City Public Schools.

A dialogue with upper echelon special education administration regarding implementing or enhancing school based vocational/career programs.

Career counseling resources for special education students, school based and off-site.

Exemplary career education (and occupational exploration) programs for special education students, including self-contained career education schools.

(Continued on Page 2)

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Expanding Career

(Continued from Page 19)

Exemplary vocational education programs and practices for special education students in the regular high schoool.

A dialogue with upper echelon regular education administration (19 principals from the Bronx) regarding implementing or enhancing school based vocational/career programs for special education students.

Exemplary vocational education programs and practices for special education students—the BOCES model.

Industry and its involvement in training and hiring special education students.

Agency resources and their vocational services for special education students.

The biweekly sessions were designed to be informative and stimulating. Each meeting included some formal presentation and some small group activities to discuss implications and to plan for the future. At each session, some written materials were distributed to the participants—article reprints, description of resources, etc. At most sessions, teams met together for a brief period to discuss the implications of that day's subject matter for their school.

Each team member selects 10 colleagues—the multiplyees as they are called—who are a kind of network for dissemination. The project staff provides team members with brief reprints and other materials for dissemination to their multiplication network. The multiplier process was a most difficult one to implement because of the busy schedules of those involved. Therefore, the multiplication effect of seminar activities during the first year was limited mainly to distribution of those materials by team members to their multiplyee colleagues and occasional conversations.

In the week between workshop meetings, senior project staff visited the participating schools and met informally with team members to help them plan the projects they were developing for their schools.

During the course of the year, team members were asked to inventory their school's vocational and career programs—both those conducted entirely for special education students and those regular education programs in which special education students were mainstreamed. By comparing notes, the teams received valuable ideas from each other and were stimulated to recommend additional programs in their schools.

Rather extensive evaluation was done during the course of the first year. Specially constructed questionnaires were developed to tap attitudes and information regarding handicapped people, and the respondent's professional activities involving handicapped students. These questionnaires were administered to team members and multiplyees on a pre and post basis; comparison of pre and post data suggested positive changes during the course of the year.

Another form of evaluation consisted of a five-minute brainstorming kind of feedback at the end of each workshop—"how did things go today?" These were used in a formative manner to modify later workshops.

Finally, a team of outside consultants was engaged. They visited one workshop and several school sites and interviewed most of the participants. They prepared an extensive report which is being put to use in the second year of the project. One major conclusion, confirming the project staff's own conclusion, was that the special education coordinator for the school is perhaps the single most critical force on that school's team. That person's commitment to the project's aims seems to be an extremely important influence on the involvement of other team members and on the impact of the project on the school.

One of the most important outcomes of this project is its demonstration of the great value of an interdisciplinary team functioning as a special education committee for the school. With vocation/career know-how on the team, there is opportunity for continuous study, communication, and recommendation regarding the needs of the special education program in relation to the resources of the school and community.

As this is written, we are beginning the second year of the project. The positive response of school staff, both in the Bronx and Queens, is gratifying, and it appears that the project has had an impact on participating schools. During this second year, we will maintain contact with the Bronx schools as consultants to help them implement the projects they defined as their goals for this year.

Research Coordinating Unit

NEWSLETTER

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Occupational Education Planning, Research & Evaluation
Albany, New York 12234

Vol. 13 No. 6* November/December 1980

Career Counseling & Job Placement of Disabled Students at Two-Year Colleges: A Guide

Edited by Jay Watkins, a guide has been produced at the Institute for Research and Development in Occupational Education (IRDOE), Center for Advanced Study in Education, at the Graduate School and University Center of The City University of New York. The SED-authorized and VEA-funded projects (79-3E-820 HA and 80-3E-1158) cover these topics: counseling services for the disabled client, job placement of disabled students, de-stereotyping, familiarizing the employer with alternative accommodations, development of job seeking skills, and helping prepare for the job interview.

The authors, David Katz, Bert Flugman, and Leo Goldman, have provided valuable indices which include an annotated bibliography. The manual itself can be of value in secondary school and college placement practices and in many other ways, e.g.:

- As a resource for fulfilling Section 504 requirements of the Rehabilitation Act of 1973.
- As a guide for inservice training of student personnel staff.
- As a resouce for increasing the employment potential of disabled students.
- As a resource for sensitizing the college community to the needs of disabled students.
- As a guide for fostering college and industry partnership activities.

Although much of the information is geared to the needs of the disabled, the Guide's point of view is that disabled workers must develop the same basic skills that nondisabled workers need in order to be competitive in the job market.

Much of the material in the document is presented in the format of interchange among college staffs, employers, and students. This format reflects the origin of much of this material in workshops, conferences, and training programs. In this format concerns are articulated, the alternatives are presented, the issues are debated, the questions are answered where possible, and the facts are listed. All of the anecdotes and experiences presented in the Guide are real.

Further information is available from ERIC, or from David Katz at IRDOE, 33 W. 42 Street, New York, NY 10036.

*Final issue - (see page 3)

Rochester Institute of Technology

Institute College
Center for Community/Junior College Relations

One Lomb Memorial Drive
Rochester, New York 14623
716-475-2001

April 20, 1981

Dr. Lee Cohen
CASE Institute for Research & Development
in Occupational Education
33 West 42nd Street
New York, NY 10036

Dear Dr. Cohen:

On behalf of the participants in our Workshop on SUCCESS WITH HANDICAPPED STUDENTS, I want to thank you for the excellent presentations made by Dr. Goldman and Dr. Flugman. Their contributions to the Workshop on April 9 at Nassau Community College were very helpful to the group. The extended questions and discussions attest to the high value of their presentation and answers to their questions.

I regret that due to the timing of the meeting and my late arrival that day, I was unable to provide even a small compensation as lunch for them.

I thank you and them very much for their contributions to this particular project.

Sincerely,

R. L. Rinehart, Director
Center for Community/Junior
College Relations

RLR:p

cc: Dr. Leo Goldman
Dr. Bert Flugman

ISSN 0360-0726

REHABILITATION WORLD

The U.S. Journal of International News and Information

Spring-Summer 1981
Vol. 6, No. 1 & 2

VR IN AUSTRALIA
BEST FILMS OF 1980
EUROPEAN TOUR

SATISFYING EMPLOYMENT NEEDS OF DISABLED SCHOOL LEAVERS IN THE UNITED KINGDOM

by Dr. David Katz

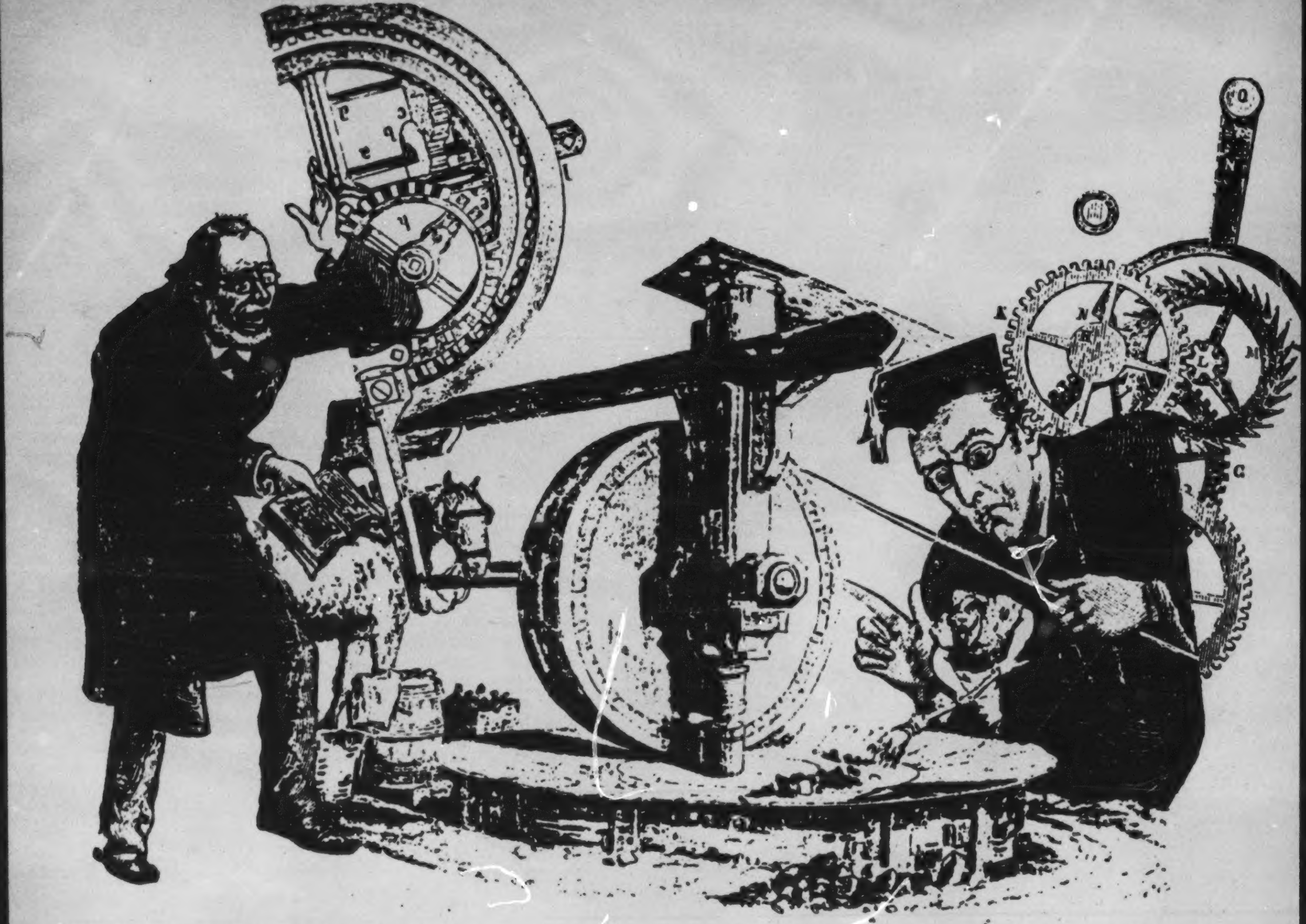
In law and as government policy, education is today increasingly being recognized as the disabled individual's right. Within the past several years, a number of forces have impelled attention to the higher education needs and expectations of handicapped people. A major outcome of these efforts has been newly issued regulations which mandate schools and colleges to follow nondiscriminatory policies in admissions and recruitment, academics, services and general treatment of disabled students.

In responding to these regulations, secondary and post-secondary institutions have developed a variety of approaches to recruiting disabled students, modifying on-campus facilities and instruction, organizing support services and assisting handicapped students obtain employment. It is this last mentioned component, employment, that has been perceived as being unable to satisfy a basic expectation of the disabled secondary school graduate — that he or she will be able to compete with non-disabled in securing a job and beginning a career.

The overall purpose of this study was to investigate the strategies used individually and/or cooperatively among the business/labor communities, secondary and post-secondary schools and government agencies that promote the training and hiring of handicapped school leavers in the United Kingdom.

Special Schools vs. Comprehensive Schools

In recent years, and certainly since the issuance of the Warnock Committee Report[1] on education of handicapped students, there is an increasing effort on the part of advocacy groups for the disabled to integrate disabled students into regular schools. The extremist point-of-view among these protagonists is that, with few exceptions, everybody should be placed in a regular school setting. There is a feeling among some special educators that these avid advocates would like to abolish any type of special education that is provided in separate schools and would have all older disabled students placed in comprehensive schools. Those who favor retention of a long standing tradition — special schools — state that the placement of disabled students in a comprehensive school doesn't automatically result in integration and contend that having a great many handicapped in any one school might well change the "character" of that institution. In some ways, the argument relating to "change in a school's character," is very much analogous to the point-of-view voiced in some American communities when schools in middle class areas were confronted with an infusion of ethnic minority group children. There the argument hinged on the phenomenon of "tipping" which implied that when a school went beyond an undefined percent of minority group students, it would tip the balance and consequently change the "nature" of the school.



In responding to the question of integration of disabled students, the Warnock Committee Report identifies three groups of handicapped students for whom provision in special schools is likely to be needed in the future: 1) those with severe or complex disabilities who require special facilities and expertise that cannot be provided in ordinary schools, 2) those with severe emotional and behavioral disorders whose behavior is so extreme or unpredictable that it causes disruption in an ordinary school or inhibits educational progress of other children, and 3) those with less severe disabilities, often in combination, who despite special help do not perform well in an ordinary school and are more likely to do well in the more intimate setting of a special school.[1]

David Katz, Ph.D., is Project Director at the Institute for Research and Development in Occupational Education of the Center for Advanced Study in Education at the Graduate School and University Center of the City of New York.

Discussions with teachers and administrators in special education, rehabilitation professionals, social service personnel and disabled students, regarding separate schooling yielded the following arguments.

Arguments for having special schools:

- It allows students to grow and develop at their own pace.
- There is a comprehensive and competent care staff to provide support and training in activities of daily living.
- It provides disabled students an environment during their adolescent years which is emotionally and socially supportive.
- It provides parents an opportunity to rest and recuperate from the intense and prolonged demands of rearing a child who needs around-the-clock support.
- Learning how to relate to disabled peers is a first step in learning how to interact more easily with those in the able bodied world.
- Disabled students would be "lost" in a large comprehensive school.
- Spending time away from home encourages students to develop a full array of social skills since many disabled students, because of well meaning, but overprotective parents, are not allowed to achieve their full potential.

Arguments against special schools:

- Separation is unnatural and/or unreal—communities aren't divided into two discrete worlds of ablebodied and disabled.
- The earlier the young disabled person learns how to relate to those in the nondisabled world, the easier the transition into the community at large will be.
- When visiting home on school holidays disabled students have few friends to whom they can relate. They lose touch with their local community.

CONTINUES

SUFFOLK COUNTY
REHABILITATION
COUNCIL

Chartered 1963

Sponsors A Conference
In Recognition of the International
Year of the Disabled

June 11, 1981

Dowling College
Max and Clara Fortunoff Hall
Idle Hour Boulevard
Oakdale, New York 11769

Program

8:30-9:30

Registration

Continental Breakfast

9:30-10:30

Welcoming Address

Keynote Address

Dr. Francis Gidon Berko
N.Y.S. Advocate for the Disabled
Coordinator of the State Commission
On the International Year
of the Disabled Person

10:30-12:30 Morning Workshops

12:45-2:00 Lunch

2:00-4:00 Afternoon Workshops

AFTERNOON WORKSHOPS
2:00 P.M. - 4:00 P.M.

Workshop D

Independent Living - A New Approach

Panelists

Jane Rosen, Project Director
L.I. Ctr. for Independent Living
Nassau County

Mr. Patricio Figueroa, Executive Dir.
N.Y. Ctr. of Independent Disabled, N.Y.

Doug Inster, Ph.D., Executive Director
Ctr. for Independent Living, Resource
for the Elderly Visually Handicapped

Workshop E

Rehabilitation
An International Perspective

Panelists

David Katz, Project Director
Institute for Research & Development
in Occupational Education
Ctr. for Advanced Study in Education
Graduate School & Univ. Ctr., C.U.N.Y.

Dr. Jeffrey Crawford, Director
Clinical Research & Development
Rockland Research Institute

Judy Smith
Vocational Rehabilitation Counselor
Office of Vocational Rehabilitation
Lexington School for the Deaf

Workshop F

Sexuality and the Handicapped

Panelists

Iris Levine, Rehabilitation Counselor
North Shore University Hospital

Noelle Skidmore
Rehabilitation Counselor
North Shore University Hospital

Empowering Diversity

Resources for Developing Career Counseling and Placement Programs for College Students with Physical Disabilities

Compiled by the Career Development for the Handicapped Project, funded through the Florida Division of Employment and Training

A Project of United Cerebral Palsy of Florida, Inc.

"In addition to the student's primary physical disability the counselor must be sensitive to other factors which may affect the counseling process such as age, racial, minority or ethnic group, deficient English language skills, special disabilities, and secondary disabling conditions. Also, the recently disabled student will have counseling needs that are different from those of someone who has been disabled since birth."

References

Goldman, Leo; Flugman, Bert. *Occupational Counseling for Physically Handicapped Students: A Demonstration and Training Project*, City University of New York/New York Institute for Research and Development in Occupational Education, New York, New York, 1976.

Katz, David; Flugman, Bert; Goldman, Leo. *Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide*, City University of New York Institute for Research and Development in Occupational Education, New York, New York, 1979

Updegraff, David R., Ed.; & Others. *Career Development for the Hearing Impaired: Proceedings of Two National Working Conferences*, Model Secondary School for the Deaf, Washington, D.C., 1978.

The three groups were represented as six workshops spread out over a two year period. Each workshop focused on a different occupational cluster reflecting programs offered at the colleges as well as expressed interests of the students.

The following activities were incorporated in the conferences:

1. Large group sessions during which participants made presentations. Topics addressed by business/labor/government participants included job market trends within the industry, personnel practices, and current efforts to recruit and employ handicapped persons. Community college participants presented overviews of the function of the college in the community, the variety of occupational programs offered, and the role and functions of student personnel. The large group sessions were also used by the conference organizers to present information about tax credit programs, productivity of disabled workers, and so on.
2. Small group sessions: The groups were heterogenous to stimulate interaction.
   - A. Groups generated and rank-ordered critical concerns in employing the handicapped individual.
   - B. Problem solving sessions. Participants were provided with problem situations and asked to generate solutions. The problems ranged from dealing with less than positive reactions from co-workers and supervisors to dealing with "unasked" questions during the job interview.
   - C. Case student analysis with input from all three role groups.
   - D. Designing employer orientation program.
3. Role reversal activities.

For more information, write:
CIPHER II
New York Institute for Research and
Development in Occupational Education
City University of New York
33 West 42nd Street
New York, New York 10036

Internship Program

The University of California at Riverside has developed an internship program for students with disabilities. The program strives to develop a productive interdependence among students, employers, and the university. The benefits to each group are summarized as follows:

For Students
—To broaden the traditionally limited range of educational directions, and to increase students' application of their academic backgrounds to practical real-world experiences;
—To clarify educational goals early in their academic experience rather than their last two years of undergraduate work;
—To provide significant work experience relevant to professional careers;
—To increase self-confidence and develop personal, communication, and other work-related skills;
—To prepare students to write resumes and letters of recommendation for graduate school and/or career placement;
—To acquaint students with the job interview process through the use of mock interviews and multimedia equipment.

For Employers
—To demonstrate the potential capabilities of students with disabilities.
—To provide motivated interns who may conduct projects and perform activities that employers' resources may not allow.
—To conduct workshops and to share information with employers on hiring the person with a disability.

follow. Instead of cajoling and exhorting employers, the NTID placement staff identify what they can provide for the employers and use advertising and promotion techniques to convince employers that it is in their best interests to create equal employment opportunities. "While individuals in rehabilitation and education have good intentions their behavior has not always been perceived by employers as congruent with their needs. For years employers have been inundated with requests and even demands to modify their modus operandi. While these demands have been justified, they have not served well to build professional, non-emotional relationships that impact positively upon successful participation of handicapped individuals in organizational environments." (Maguran, 1978, p. 165)

In order to serve employers as well as students, placement staff must develop ongoing mutually beneficial relationships with them. "NTID learned that our placement professionals must be aware of the needs of the deaf, but also be equally alert to the needs of prospective employers. We found it imperative for our staff to be strongly skilled in understanding the complexities, subtleties, and dynamics of modern organizations as well as understanding the deaf. Both groups must be served. To focus on one, at the exclusion of the other, most certainly diminishes the probability of success for each. Today's professional employment development and placement person must indeed have a wide array of skills. S(he) must be a coach, counselor, manager, change agent, quality control specialist, and marketeer." (Maguran, 1978, p. 165) The specific strategies used by the NTID include a team approach to placement utilizing three teams. The following summary is oversimplified but reflects the general approach.

1. *Occupational Research Team*
   Duties: Research labor market and economic projections. Identify and contact prospective employers.
2. *Employment Development Team*
   Duties: Work with those employers in an effort to lead them to reexamine their attitudes as well as their procedures. This is viewed as a long process.
3. *Career Placement Team*
   Duties: Initiate contact with students soon after admission. Provide occupational information. Provide information about the job search conference with employment specialist (after student has completed co-op programs) about possible placement. Contact organizations which have been working with the employment development team.

For more information, write:
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, New York 14623

C.I.P.H.E.R.

A project called C.I.P.H.E.R., *College and Industry: Partners in the Handicapped Employment Role*, has developed a conference model which provides a way to initiate long-term relationships with employers and to increase the employment of handicapped students. Groups represented at the C.I.P.H.E.R. conferences were:

1. The business/labor/government community
2. Community College personnel—academic, personal and career counselors, job placement officers, job development officers, coordinators for the disabled, deans of student personnel
3. Disabled students

The organizers of this project also conceptualized the relationship between these three groups in marketing terms. The employers are the "buyers", the community colleges are the "sellers" and the disabled students are the "products". The goal is to increase the "marketability" of the product.

Strategy for Change 3

Design activities for training in job search skills which address the special needs of disabled job-searchers.

Purposes

- To offer training in self-advocacy
- To encourage development of a positive self-concept
- To provide opportunities for group support

Resources

† Building Job Interview Skills: *A Counselor's Guide*

† "How to Discuss Your Handicap Effectively During a Job Interview" (Handout or Script for Audiotape)

† "Interviewing Tips for Students with Disabilities" (Handout or Script for Audiotape)

† "Resume Writing Tips for Students with Disabilities" (Handout or Script for Audiotape)

† Resource Collection: "Legal Rights" (See Strategy for Change 1)

† Resource Collection: "Accommodations/Adaptive Equipment" (See Strategy for Change 2)
- Unit 5: The Community
- Unit 4: The Employer
- Disabled Graduates
- Mutual Assistance Buddy System as described in Azrin, Nathan H. and Beasealel, Victoria: *Job Club Counselor's Manual*; Baltimore: University Park Press, n.d. (Job Clubs have been found to be over 90% effective in obtaining jobs for varied subpopulations including the handicapped. The book offers specific procedures to be followed by the counselor and the job seeker. It includes many printed forms, outlines, sample scripts, and schedules to simplify performance of the standardized activities.)

Building Job Interview Skills*: *A Counselor's Guide*

Job placement personnel may use a number of activities to help students develop interview skills. Among them are the following:

- Formal instruction, when appropriate, using staff from other departments such as business or speech
- Viewing and listening to audio and video recordings (or the people themselves) of:
  1. employers who describe what they look for in job applicants
  2. disabled people who present analytical or informal accounts of successful and unsuccessful job interviews

Most valuable, however, is for disabled students to experience actual or simulated job interviews and then to be debriefed in order to learn as much as possible from the experiences. The following sections describe such experiences.

A wide range of job interview simulation exercises are useful in workshop settings with disabled students:

- Students (and sometimes the group leader) take turns role playing the parts of employer and job applicants. In some instances, these interviews are videotaped (audiotaped for blind students) and played back so students can analyze their performance.

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*Reprinted from *Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide*, by permission of D. Katz, B. Flugman, L. Goldman, City University of New York/Institute for Research and Development in Occupational Education, New York, New York, 1979.

APPENDIX B

Sex Equity

BROOME COMMUNITY COLLEGE

BINGHAMTON, N. Y. 13902
PHONE (607) 772-5000

Learning Resources Center

December 1, 1980

Mr. Claude R. Beller
TVG Productions
1697 Broadway
New York City, N. Y. 10019

Dear Mr. Beller,

I am returning "A Man's Place". I have sent my review of it to Booklist.

"A Man's Place" is realistic, sensitive, believable and interesting.

Thank you for sending it to me.

Sincerely,

Lawrence A. Jenkins

Lawrence A. Jenkins
Coordinator of Media Services
and Media Librarian

DELAWARE-CHENANGO
BOCES
DR. FREEMAN A. VAN WICKLER
CHIEF EXECUTIVE OFFICER

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
▪ Enhancing the quality of education through shared services ▪
Vocational, Handicapped, Health & Adult Education — Media Services — Staff Development
CHENANGO CENTER • R.D. 3, E. RIVER ROAD • NORWICH, N.Y. 13815 • 607/334-2771

December 5, 1980

Lee Cohen, Director
Institute for Research and Development in
Occupational Education
33 West 42nd Street
New York, N.Y. 10036

Dear Mr. Cohen:

Thank you for your letter granting us permission to transfer to videotape on a no-fee basis the film "A Man's Place...".

We agree to the stipulations outlined by you and have enclosed one of our Permission for Videotape Duplication forms verifying this.

We shall look forward to receiving the film for transfer and will return it promptly.

Sincerely,

Robert E Taylor

Robert E. Taylor, Director
Educational Communications

lc
enc.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

DIVISION OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
Delaware-Chenango Board of Cooperative Educational Services

PERMISSION FOR VIDEOTAPE DUPLICATION

To: The Graduate School & University Center
of the City University of New York
Center for Advanced Study in Education
Institute for Research & Development in Occupational Education
33 West 42 Street, New York 10036

Date: 11/26/80

It is our understanding that you will grant the Division of Educational Communications, Delaware-Chenango BOCES, permission for free videotape duplication rights, solely for educational use in our component schools, for the following audiovisual programs:

"A Man's Place..."

*6. Each recipient of a videotape reprint of "A Man's Place..." will be advised that the Research Foundation, CUNY, is the holder of the copyright, and that any subsequent reproduction requires permission of the holder.

We will safely return, in good order, the film you send us to transfer.

In consideration of your making these programs available to us, it is understood and agreed upon that:

1. The Division of Educational Communications and Technology of the Delaware-Chenango BOCES is a non-profit cooperative audiovisual library funded by its component schools.
2. We will copy the materials exactly as they appear on the programs from beginning to end including all opening and closing credits. Completed videotape copies will not be altered by any means.
3. We will make these videotape programs available only to the public schools participating in our videotape library and solely for educational use in those schools.
4. We will erase the videotaped copies of these programs upon your written request.
5. We will supply you with annual reports of the circulation and use of these videotape programs or accomodate to the best of our ability, your existing data gathering mechanism.
6. See above*

Robert E. Taylor

Robert E. Taylor ~~Brian C. Hovey~~, Director
Educational Communications

PERMISSION FOR VIDEOTAPE DUPLICATION GRANTED:

(Signed) ____________________

(Date) ____________________

(Position) ____________________

Please sign and return the yellow copy to:

~~Brian C. Hovey~~, Director Robert E. Taylor
Division of Educational Communications & Technology
Delaware-Chenango BOCES
R.D. 3, East River Road
Norwich, New York 13815

You may retain the white copy for your files.

DISPOSITION: *WHITE :: Sponsor Copy* *YELLOW :: Signature Copy* *PINK :: Office Copy*

HERBERT H. LEHMAN HIGH SCHOOL
3000 East Tremont Avenue, Bronx, New York 10461

Noel A. Louis
Principal

PHONE
824-0500

Evelyn Wexler, Guidance Counselor ext. 59

June 2, 1981

Dr. Lee Cohen,
Director, CASE/IRDOE
CUNY Graduate Center
33 West 42 Street
New York, N.Y. 10036

Dear Dr. Cohen:

If there is any possible way that you can send me a copy (copies?) of Project SEISMIC, I would appreciate it very much.

I have been a guidance counselor for many years and a supervisor of guidance interns for Columbia Teachers College. I am also the founder / organizer of an upcoming chapter of OWL (Older Women's League) and a correspondent of feminist leaders in other parts of the world.

Any materials you could send me would be helpful to me and to them.

Sincerely yours,
Evelyn Wexler
Evelyn Wexler,
Guidance Counselor

Ms. Cohen

CFCS CHENANGO FORKS CENTRAL SCHOOLS
Box 204A, Gordon Drive, R.D.#3, Binghamton, New York 13901 • (607) 648-8511

Norman J. Sweeney
Superintendent of Schools

April 6, 1981

Ms. Anita Baskind, Project Director
CASE/Institute for Research & Development
in Occupational Education
City University of New York
33 West 42 Street
New York, NY 10036

Dear Anita:

On behalf of Mrs. Anne Higginbottom, Mr. Ron Decosse and Mr. William Ryan I wish to thank you for the opportunity to attend the Project SEISMIC Conference at the Hidden Valley Ranch in Lake Luzerne, NY.

I think we gained a great deal by attendance and, hopefully, we will be able to pass on to other members of our staff some of the important areas of concern that were stressed at the workshop.

Thank you, again, for holding this conference and allowing us to attend.

Sincerely yours,

Norman J. Sweeney,
Superintendent of Schools

NJS:bke

LAKELAND HIGH SCHOOL

Dr. William J. McPhee
Superintendent

SHRUB OAK, N.Y. 10588

BRIAN L. GOULD
Principal

BARRY A. BEEBER
Asst. Principal

SUSAN M. BLEAKLEY
Dean of Students

ROBERT MAHER
Acting Dean of Students

Tel: (914) 528-0600

April 6, 1981

Ms. Anita Baskind
Project Director SEISMIC
Center for Advanced Study in Education
Institute for Research and Development
in Occupational Education
33 West 42nd. St.
New York, N.Y. 10036

Dear Anita:

On behalf of the Lakeland School District, I would like to thank you and all involved in preparing the Project SEISMIC conference. Your care and concern in making the arrangements and in organizing the program for the two day conference were obvious as each event proceeded quite smoothly. Indeed, we would have enjoyed lingering over the materials and having more time to discuss implications of change with colleagues from other schools; however, time was limited.

We are looking forward to working with the materials which were so skillfully prepared.

Hopefully your team will continue to look for further resources to continue the task of developing awareness, creating a climate suitable to change and supporting those eager to change.

Sincerely,

Judith Ann Garan
Chairperson
History/Language Departments

JAG:mcb

APPENDIX C

Dissemination

STATE UNIVERSITY OF NEW YORK
AGRICULTURAL AND TECHNICAL COLLEGE
ALFRED, NEW YORK 14802
Office of Resource Development
William S. Mombert, Jr., Director
Phone: (607) 871-6252

April 13, 1981

CASE Institute for Research and
Development in Occupational
Education
Graduate School and University
Center, CUNY
33 West 42 Street
New York, NY 10036

Would you please add my name to your mailing list for future issues of "Message on Occupational Educational".

I recently read your issue #1 dealing with Sex Equity in Occupational Education and look forward to future issues.

Yours very truly,

William S. Mombert, Jr.
Director of Resource Development

WSM/eam

SETRC

SPECIAL EDUCATION TRAINING RESOURCE CENTER

May 18, 1981

Institute for Research and Development
in Occupational Education
33 West 42nd Street
New York, New York
10036

Dear Sir/Madam,

We have a copy, No. 2 April 1981, of MOE (Message on Occupational Education), and find it very interesting.

Would it be possible for you to place us on your mailing list?

We would appreciate any consideration you could give to us.

Thank you.

Sincerely,

Mr. Richard M. Fedor
SETRC Coordinator

Broome-Delaware-Tioga BOCES
Upper Glenwood Road
Binghamton, New York 13902

Richard M. Fedor,
Training Specialist
(607) 729-9301, ext. 362

NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

1104, 99 WASHINGTON AVENUE

ALBANY, NEW YORK 12230

MARGARET CHARMS BAIRD
President
518-474-8877

WALLACE M. VOG
Executive Director
518-474-8848

May 29, 1981

Mr. Lee Cohen, Director
CASE IRDOE
Graduate School and University
 Center, CUNY
33 West 42 Street
New York, New York 10036

Dear Lee:

Thanks very much for your MOE. The April 1981 Message is one which I would appreciate having 30 copies of for distribution and discussion with members of our Council.

Hope all continues well. Thanks for keeping us informed.

Sincerely,

Wally

Wallace M. Vog

Margaret C. Baird Dolores J. Bechtel Carl D. Berry Wendell N. Bodden Charles E. Callahan A. Thomas Castelli
Eli E. Cohen Kenneth F. Delphey Lawrence M. Deno Elliott E. Ellis Susan Gover Thomas Y. Hobart, Jr.
Marjorie W. Longley Bernadette McCann Richard J. McDonald Sr. Edmunette Paczesny Arlene R. Penfield
Eugene T. Reville Raymond J. Richardson Cornelius V. Robbins Jean Shwartz Joyce Tabb Ruth Taffel Robert C. Watson

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND COUNSELING

UNIVERSITY OF NEVADA, LAS VEGAS
4505 MARYLAND PARKWAY • LAS VEGAS, NEVADA 89154 • (702) 739-3253

May 29, 1981

CASE Institute for Research
and Development in Occupational Education
Graduate School and University Center, CUNY
ATTN: Lee Cohen, Director
33 West 42nd Street
New York, New York 10036

Dear Mr. Cohen,

I would greatly appreciate receiving 25 copies of Message on Occupational Education (MOE) #2, April, 1981, for a workshop I will be conducting in August.

Thank you very much.

V Trione

Verdun Trione
Professor, Counseling Education

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

June 8, 1981

Prof. Verdun Trione
College of Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, Nevada 89154

Dear Prof. Trione:

Enclosed find the 25 copies of MOE #2 requested in your letter of May 29. I hope they will serve your workshop well.

Just incidentally, there is someone on your campus that is indirectly responsible for the MOE. Bob Seckendorff, currently directing the SED's RCU, had funded this Institute when he was this state's vocational director. Please give him my regards, should you see him.

Sincerely,

Lee Cohen
Director

Encl.

BETHLEHEM CENTRAL SCHOOL DISTRICT
700 DELAWARE AVENUE
DELMAR NEW YORK
TELEPHONE 439-4921

April 15, 1981

Gentlemen:

Would you please add my name to your mailing list to receive your publication, MESSAGE ON OCCUPATIONAL EDUCATION.

Thank you very much.

Sincerely,

Jo Ann Davies, Supervisor
Business & Marketing Education

Educational Evaluation and Policy Analysis
May-June, Volume 3, Number 3, 1981

A Procedure to Link Evaluation and Funding Decisions

Carol Kehr Tittle
University of North Carolina at Greensboro
Marsha Green
and
Mara Zibrin
City University of New York

Davis and Salasin (1975) have summarized many of the issues in the use of evaluation results, including statements by evaluators that their findings are not used and those by administrators that evaluation findings are not available when decisions have to be made. Although there is much discussion of the need to relate evaluation and decision making, there have been few efforts to specify the manner in which this might occur.

Edwards, Guttentag, and Snapper (1975) proposed and applied a method called multiattribute utility measurement to assist the Office of Child Development in defining the major dimensions of importance in developing priorities for funding research projects. The multiattribute utility measurement method is one of a set of methods classified as *decision aids* by Slovic, Fischoff, and Lichtenstein (1977), as opposed to formal behavioral decision theory models. One framework for the present study is provided by the procedures used to aid decisions.

A second framework is the problem of defining "impact" for the diverse set of programs funded under the basic grants given in the Vocational Education Act of 1976 (VEA). Bernstein and Freeman (1975) define impact evaluation as movement or change toward the desired objectives of a project, that is, prespecified, operationally defined goals and criteria of success. In the current work, these definitions are established externally to the individual projects. Projects will have varying goals and any one project may not meet all the priorities of the funding program. By operationally defining the set of variables that define "high impact," developing a scale or distribution of these variables, and summing scale values for each grant application or funded project, individual projects can be evaluated as "high" or "low" impact projects.

A related study has been conducted by Ory, Harris, Dueitt, and Clark (1978). They developed and field tested a vocational education evaluation model for programs at the community college level, based on subjectively and objectively derived data. Weights for six criteria were derived from paired comparison ratings by state and local educators, legislators, college

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The research reported herein was supported under VEA Grant No. 78-3A-540 of the Division of Occupational Education Supervision of the New York State Education Department to the Institute for Research and Development in Occupational Education of the Center for Advanced Study in Education of the Graduate Center of the City University of New York.

APPENDIX D

Staff and Curriculum Development
Big 5

CITY SCHOOL DISTRICT
131 WEST BROAD STREET
ROCHESTER, NEW YORK 14608

September 19, 1980

EDGAR J. HOLLWEDEL
Supervising Director
Career, Occupational &
Continuing Education

Dr. Lee Cohen, Director
Institute for Research and
Development in Occupational
Education
CASE Institute - CUNY
36 West 42nd Street - 14th Floor
New York, New York 10036

Dear Dr. Cohen:

On behalf of the Large Five City Directors of Occupational Education, please accept my thanks for hosting our meeting in Syracuse, New York earlier this month. As always, you do a fine job of making the arrangements and following through to see that all is taken care of.

We do appreciate your willingness to work with us in examining the problems of the large five urban centers. In addition, we appreciate CASE Institute's interest in looking at these problems and sharing the results of your findings with us.

Again, many thanks for your assistance. I am looking forward to seeing you in December.

Sincerely,

Edgar J Hollwedel

Edgar J. Hollwedel

EJH:nj

cc: Robert Fritzinger
Herbert Herbst
Hans Lang
George Quarles
Dale Post

Serving
56
Local
School Districts

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF NASSAU COUNTY
DIVISION OF OCCUPATIONAL EDUCATION

July 13, 1981

Mr. Edgar J. Hollwedel
Supervising Director
Career, Occupational and
Continuing Education
City School District
131 West Broad Street
Rochester, New York 14608

Dear Ed,

In response to your letter of June 22, please be advised that I wish to go on record as supporting any efforts which are aimed at providing opportunities for the directors of the large five cities and from the urban area BOCES to meet with one another. Such meetings can only be beneficial. They would provide a forum for those of us involved with the leadership of the larger occupational programs to share information with one another. The fact that some of us work in entities known as cities and others in suburban BOCES organizations should not serve to divide us.

I trust that you will convey these feelings to Dale Post and Lee Cohen.

Best personal regards.

Very truly yours,

Frank

Frank J. Wolff
Assistant Superintendent

FJW:cg

RECEIVED
DEPARTMENT OF CAREER, OCCUPATIONAL
AND CONTINUING EDUCATION
JUL 16 1981
CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

Salisbury Center ● Valentines Road and The Plain Road, Westbury, New York 11590 ● 516-997-8700

NOTES

LARGE FIVE CITIES DIRECTORS OF
OCCUPATIONAL EDUCATION

PROFESSIONAL DEVELOPMENT
IN
MANAGEMENT AND PUBLIC RELATIONS
WORKSHOP

Sheraton City Squire
New York, N.Y.
December 18-20, 1980

Institute for Research and Development
in Occupational Education
and
Yonkers City School District

PROFESSIONAL DEVELOPMENT IN MANAGEMENT AND PUBLIC RELATIONS

WORKSHOP

SESSION I - December 18, 1980

1:00 p.m.	Check-in and Registration
3:30 p.m.	WELCOME Lee Cohen
4:30 p.m.	ORIENTATION and AGENDA APPROVAL Herbert Herbst
6:00 p.m.	SEMINAR ON FLUIDICS IN INSTITUTIONAL ENVIRONMENTS Jack Grimes
7:30 p.m.	INTRODUCTION TO N.Y.C. ENTERTAINMENT INDUSTRY

SESSION II - December 19, 1980 - Town Suite

9:00 a.m.	MANAGEMENT - PRIORITY DEVELOPMENT FOR VEA FUNDS Dale Post
10:00 a.m.	MANAGEMENT - SUPERVISION OF EVALUATION Ed Hollwedel
11:00 a.m.	PUBLIC RELATIONS FOR OCCUPATIONAL EDUCATION Lee Cohen

SESSION III

2:00 p.m.	VEA ALLOCATION UPDATE Bob Fritzinger
4:00 p.m.	CRACKER BARREL SESSION - UPDATE ON FUTURING and CURRICULUM DEVELOPMENT Dale Post
6:00 p.m.	DEMONSTRATION - HOSPITALITY INDUSTRY PUBLIC RELATIONS Jack Grimes

SESSION IV - December 20, 1980 - Town Suite

9:00 a.m.	SUMMARY AND "I THINK I HEARD YOU SAY..."
12:00 p.m.	LUNCH and ADJOURNMENT

NOTES

LARGE FIVE CITIES AND URBAN DIRECTORS OF
OCCUPATIONAL EDUCATION

in cooperation with the

CUNY INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

CRISIS AND CREATIVITY:

A WORKSHOP IN

OCCUPATIONAL EDUCATION MANAGEMENT TRANSITIONS

Ramada Inn
Buffalo, New York
June 16-17, 1981

Joint Sponsor:

BUFFALO CITY SCHOOL DISTRICT

CRISIS & CREATIVITY: A WORKSHOP IN OCCUPATIONAL EDUCATION MANAGEMENT TRANSITIONS

RAMADA INN
(CHARTER HOUSE)
BUFFALO, NEW YORK

SESSION I - JUNE 16, 1981

4:30 P.M.	CHECK-IN AND REGISTRATION
5:30 P.M.	SEMINAR ON FLUIDICS IN INSTITUTIONAL ENVIRONMENTS II Joseph De Stephano
6:30 P.M.	DINNER
7:30 P.M.	WELCOME Eugene Reveille, Superintendent Buffalo City School District
	KEYNOTE ADDRESS Gerald L. Freeborne Asst. Commissioner for Occupational and Continuing Education

SESSION II - JUNE 17, 1981

8:30 A.M.	ORIENTATION & AGENDA APPROVAL Ed Hollwedel
9:30 A.M.	EMPLOYMENT & TRAINING RESOURCES Don Burnham
9:15 A.M.	OVERVIEW OF BUDGET EFFECTS ON STATE PROGRAMS: MANAGEMENT OF PRIORITIES & COMMITMENTS Dale Post
10:30 A.M.	FOLLOW-UP STUDY OF OCCUPATIONAL EDUCATION STUDENTS -- A PANEL DISCUSSION George Quarles, Chair Vera Hannenberg, Howard Friedman, Samuel Pinero
11:30 A.M.	RECENT RESEARCH & DEVELOPMENT FINDINGS, AND THEIR APPLICATION Lee Cohen
12:00 Noon	LUNCH
1:00 P.M.	DIRECTOR'S TOOLBOX Lee Cohen
2:00 P.M.	SUMMARY & ADJOURNMENT

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
SECOND SUPERVISORY DISTRICT - SUFFOLK COUNTY, NEW YORK
BOCES 2
(516) 289-2200
201 Sunrise Highway, Patchogue, New York 11772
JAMES HINES, EXECUTIVE OFFICER

Associate Superintendent
Bruce I. Raynor

Assistant Superintendent
John F. McGowan

Directors
Reginald Feltham
Donna Keirsbilck
James Raleigh

June 30, 1981

Mr. Edgar J. Hollwedel,
Chairperson
Large Five City Directors of
Occupational Education
CITY SCHOOL DISTRICT
131 West Broad Street
Rochester, New York 14608

Dear Ed,

I enjoyed participating in the recent Large Five Cities/Urban BOCES Directors meeting in Buffalo. I feel regularly scheduled meetings of this type are beneficial to all of us.

I would like to recommend at future meetings there be a section devoted to new programs developed either in the cities or at the BOCES which would include information on the planning, implementation and evaluation of these programs. As you well know, much time can be saved by many of us in implementing new programs if we can avoid some of the pitfalls others have had to "wade through."

If I can be of any assistance to you, please contact me.

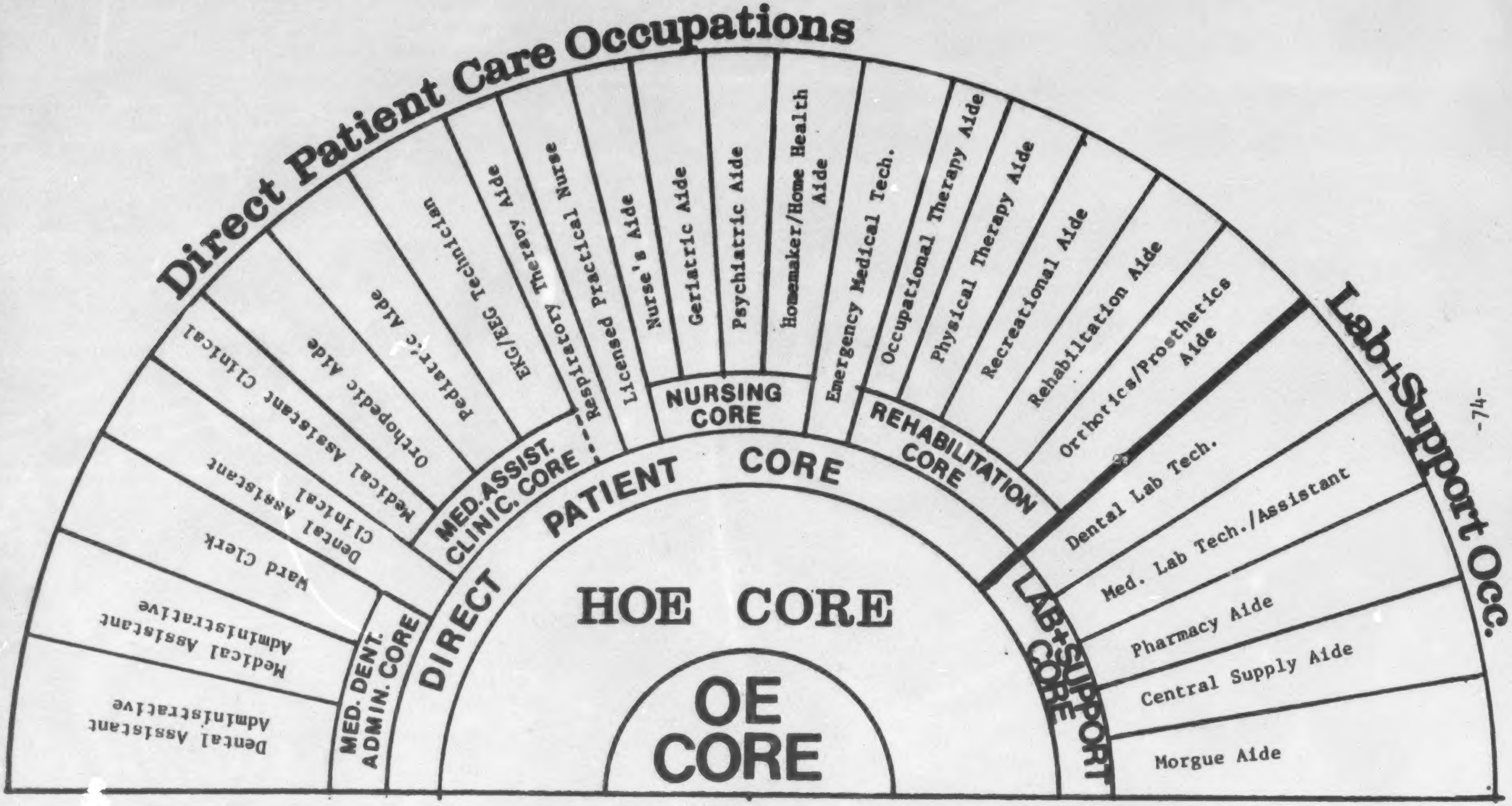
Sincerely,

Donna

Donna H. Keirsbilck,
Director of Occupational Education

DHK/cm
cc: Mr. Lee Cohen

RECEIVED
DEPARTMENT OF CAREER, OCCUPATIONAL
AND CONTINUING EDUCATION
JUL 6 1981
CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK


Direct Patient Care Occupations
Lab+Support Occ.
OE CORE
HOE CORE
DIRECT PATIENT CORE
MED. DENT. ADMIN. CORE
MED. ASSIST. CLINIC. CORE
NURSING CORE
REHABILITATION CORE
LAB+SUPPORT CORE
Dental Assistant Administrative
Medical Assistant Administrative
Ward Clerk
Dental Assistant Clinical
Medical Assistant Clinical
Orthopedic Aide
Pediatric Aide
Technician
EKG/EEG Therapy Aide
Respiratory Therapy Aide
Licensed Practical Nurse
Nurse's Aide
Geriatric Aide
Psychiatric Aide
Homemaker/Home Health Aide
Emergency Medical Tech.
Occupational Therapy Aide
Physical Therapy Aide
Recreational Aide
Rehabilitation Aide
Orthotics/Prosthetics Aide
Dental Lab Tech.
Med. Lab Tech./Assistant
Pharmacy Aide
Central Supply Aide
Morgue Aide

Projected Program Structure
Recommended by Health Occupations Education Review Comittee
June 1981

OCCUPATIONAL EDUCATION AND HEALTH OCCUPATIONS EDUCATION CORES

The Committee revised prior discussions of the areas or competence and knowledege in the Occupational Education and Health Education cores. The geneal catagories endorsed are displayed below in order of priority. A "1" suggests that mastery of that catagory was considered vital. A "2" suggests that mastery of that category was important. A rating of "3" indicates that mastery of that category should occur if time permitted.

The table gives the priorities the Committee assigned to the major categories. Judgements regarding priorities were made in terms of the program structure described earlier. That is, priorities were assigned to the areas of competence and knowledge in the Occupational Education Core, the Health Occupations Education Core, or in the more technical competencies. The categories shown in the table below were broken down into more specific recommendations, and a set of detailed technical competency clusters was also endorsed.

GENERAL AREAS WHERE STUDENTS SHOULD HAVE COMPETENCE

	OE	HOE	TECH
1a. Introduction to Careers in Vocational Education	1	2	X
1b. Employability Skills	1	1	1
2. Communication Skills -- Written/Verbal	1	1	1
3. Interpersonal Skills	1	1	1
4. Organization: Management of Self	2	1	1
5. Ethics	3	1	1
6. Stress	2	2	1
7. Human Development and Sexuality	2	1	1-3
8. Safety	1	1	1
9. Applied Life and Physical Sciences	X	1	1-3
10. Career Development: Contemporary Health Careers	X	1	1
11. Costs	X	2	1

OE = All students in Occupational Education
HOE = All students in Health Occupations Education
TECH = Technical level programs in Health Occupations Education

APPENDIX E

Communicasting

SIGGRAPH '79
Sixth Annual Conference on Computer Graphics and Interactive Techniques • August 6-10, 1979 in Chicago at the Hyatt Regency O'Hare • Sponsored by ACM/SIGGRAPH • Locally Sponsored by The University of Illinois at Chicago Circle and Argonne National Laboratory • Telephone (312) 996-2315

July 11, 1980

Dr. Lee Cohen and Ms. Shirley Munoz
Center for advanced Study in Education
Institute for Research and Development in Occupational Educations
33 West 42 Street
New York, NY 10036

Dear Dr. Cohen and Ms. Munoz,

Greetings from Chicago! The response to THE STATE OF TWO-WAY has been very gratifying. We showed the collected samples of two-way television to a packed house which included not only an excellent representation from the video and computer graphics community but many people from the communications industry and local organizations, educators and artists.

I have been thanked by numerous people who felt that the presentation was important; they greatly valued the overview that seeing/hearing samples of existing two-way TV has given them. I am pleased to feel that the value of this notion has been borne out. Thank you for sharing your material on Communicasting with us.

I intend to continue updating THE STATE OF TWO-WAY as an ongoing resource. We have barely begun to interact with each other via two-way television...as evidenced by my use of this letter-writing device.

For this first STATE OF TWO-WAY I showed samples of Satellite Teleconferencing, Amateur Television (air-to-air included), Communicasting, Teletext, Computer Graphic Conferencing, and several interactive Cable TV examples from the U.S. and HI-OVIS from Japan. In addition, I included samples from experiments into the perceptual aspect of two-way TV as have been conducted by us and our friends: TWO-WAY EVENTs (two-way video/audio & video synthesis); THIS IS A TEST, a prototype interactive computer/TV event; PROGRAM #9, our re-presentation of Amateur TV.

I enclose the videotape that you generously sent to me. I am looking forward to hearing more about Communicasting as it develops.

GOOD LUCK ELECTRONICALLY VISUALIZING YOUR FUTURES!

Jane Veeder

Jane Veeder

General Chairman
Program Chairman
Tutorials and Workshops
User Group Meetings
Conference Registration
Local Arrangements
Exhibits
Exhibit Hall Coordination and Security
Audio-Visual Coordination
Employment Registry
Boston, MA 02215
Treasurer:
Past Conference Chairmen

DO YOU KNOW WHAT TWO/WAY TELEVISION LOOKS AND SOUNDS LIKE?

DO YOU KNOW WHO'S USING TWO-WAY TELEVISION AND WHY?

The rapidly expanding telecommunications environment offers us services that are increasingly interactive. Lawmakers and regulatory agencies scramble to keep up as technological options open to industry and users grow. Individuals build their own televisionary systems to become players rather than spectators. Print media abound with articles and blurbs about new telecommunication capabilities, but what do these capabilities "feel" like?

THE STATE OF TWO-WAY is our investigation into existing two-way systems and situations.

Come see and hear our report:
A showing of videotape samples which we think are perceptually informative.

THE STATE OF TWO-WAY

Friday, June 27, 7:30pm

Interpreted for the deaf (RSVP 565-1787)

CHICAGO EDITING CENTER
11 EAST HUBBARD 5 FL
CHICAGO

presented by the ELECTRONIC VISUALIZATION CENTER
produced by Jane Veeder
computer graphic by Phil Morton
sponsored by the CHICAGO EDITING CENTER

Eagle Bend News Vol. 89, Number 48 Thursday, January 15, 1981

A big day for the smallest TV station in the USA

by Ernie Silbernagel

The smallest television station in the United States, KG2XCB, UHF Channel 45 in Eagle Bend, the result of the dreams, inspirations and drive of a handful of men was officially dedicated on Thursday, January 8. All those men who struggled to make it a reality were on hand to applaud the success of this milestone in communications.

Ed Piller

For Ed Piller, introduced as the grandfather of Communicasting, this was a proud moment in the fulfillment of a dream he has had for 23 years.

An electronics engineer, he built his first crystal radio from household hardware at the age of 14. At 16 he acquired his amateur radio license. He began dreaming of communicasting when his amateur 2-way radio club wanted two-way visual to improve education and communications.

When the word was put out "Eagle Bend were the only people in the country who came forward to experiment." Piller expressed his concern that the public airwaves would be inundated with commercial TV and the airwaves would be lost for two-way educational use. He appealed to the educational communities to unite and make their feelings known to the FCC.

Dr. Lee Cohen

Dr. Lee Cohen, director of research at the Case Institute, New York City said he felt humble and proud of what Eagle Bend had accomplished. He said he was jealous because Eagle Bend had accomplished what he could not back home. Education must avail itself to the new techniques to keep pace. "I believe in this. This is the most powerful tool there is."

Keith Larson

Keith Larson, a chief engineer for the Federal Communications Commission and a Minnesota native, called the dedication a great day for rural America. He referred to the three schools as pioneers in education and TV broadcasting. Larson's collegues in Washington doubted that the communicasting concept could go as far as it did in Eagle Bend and he commended Richard Lundgren, Eagle Bend High School principal, for his accomplishment in acquiring the FCC license. The Eagle Bend station is a working model for the FCC to write new rules that are as significant as the rules of communications that were written for TV in the 1940's.

Rolland Klitzke, German instructor from Eagle Bend, who is seen daily on Channel 45 said "we have proven the system works." It works with teaching foreign language. "It's time we use TV rather than being used by TV."

Mr. Brincefield, Mass Communications instructor from the Bertha-Hewitt school said "we are on the threshhold of a trend for education of the 80's. He looks forward to the time when a TV station like ours will be linked up with satellite TV communications throughout the world.

The final introduction of the day was that of Mr. Richard Lundgren, the driving force behind Channel 45. In his introduction Will James, Superintendent said "such dedication I have never seen in a person in my life." Lundgren was received with a standing ovation by the audience.

Lundgren [illegible] communicasting a community, school district and student effort. He pledged to the FCC, Dr. Cohen, and Ed Piller that "this will be the best system for others to follow."

The entire dedication program was broadcast live by student technicians with remote broadcasts from Bertha-Hewitt and Clarissa.

In a workshop that followed the dedication ceremony, educators were taken through the process of getting a license and setting up a TV station. Washington based attorney, Howard Braun and Russell Balch discussed the potential uses of the community TV station. The license requires community as well as school use, and the station can be expanded to be the cities own little TV station. Eagle Bend has a 1 year experimental license which is renewable each year. The FCC has a freeze on experimental licenses at this time. A representative from Parkers Prairie asked what the cost would be for them to participate in the Eagle Bend program. He was told that it would take an equipment investment of $20-$25,000 and legal fees of $12-$1300. Educators interested in developing a TV station were encouraged to investigate their needs, and develop a system similar to Eagle Bend's.

the Eagle Bend News

The Eagle Bend News (SEC D 163640) is published weekly on Thursdays. [illegible] per year by EBB Publications, P.O. Box 248, Eagle Bend, MN 56446. Second Class postage paid at Eagle Bend, MN. POSTMASTER: Send address changes to EBB Publications, P.O. Box 248, Eagle Bend, MN 56446.

Volume 89, Number 47

Thursday, January 8, 1981

15¢

BITS & PIECES

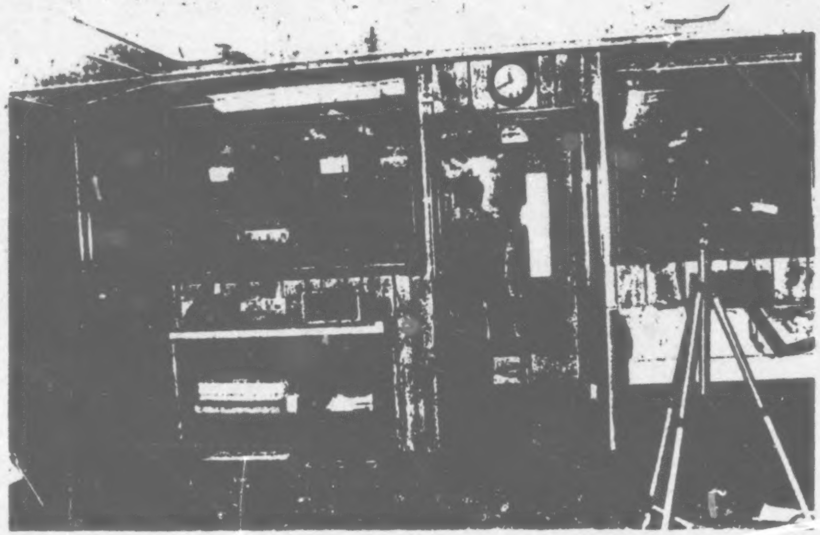
[illegible] CHANGE [illegible] BOARD OF EDUCATION MEETING

The regularly scheduled meeting of the Eagle Bend Board of Education [illegible] Monday, January [illegible] Monday, January [illegible] [illegible]

NOTICE

Mr. [illegible] will be at a [illegible] Conference [illegible] [illegible] through January [illegible]. Therefore will not be in his office.

Communicasting dedication to be held January 8



Mr. Richard Lundgren, Communicasting Director, and technical assistants checked monitoring equipment in the new studio designed to house UHF Channel 45 in Eagle Bend. Dedication ceremonies for the system will be held in the Eagle Bend Auditorium at 2:00 p.m. on Thursday, January 8.

The Dedication ceremonies of the Eagle Bend, Bertha-Hewitt and Clarissa communicasting television station UHF 45 will be broadcast live at 2:00 p.m. on Thursday, January 8, 1981. The public is invited to attend the festivities which will officially dedicate the revolutionary new concept in communications.

◆

Communicasting, the two way television system where the viewer and the broadcaster can communicate with each other, is a unique new development in the television industry, and the Eagle Bend, Bertha-Hewitt and Clarissa sites, are the first low power TV stations in the country to receive a license from the FCC. The system is an experiment in rural education.

The dedication ceremony will be highlighted with the presence of such distinguished [illegible] as Dr. Ed Piller and Dr. Lee Cohen, inventors and developers of the 2-way television system. Howard Braren and Russell Balch, attorneys who worked with the FCC to make licensing the Eagle Bend TV station possible, and Keith Larson, Chief Engineer of the FCC. Local participants in the ceremony will include Von Valleta, deputy commissioner of education, and many other professionals in the education field.

The live broadcast of the ceremony from the Eagle Bend School auditorium include presentation on the concept of communicasting in education and the hopes for the future. The dedication ceremony itself will be followed with a 2 hour workshop in which educators and the public will be able to ask a panel of attorneys and developers questions about the development of a communicasting system in other schools.

Hewitt Police Assaulted

by Tom Allen

Hewitt Police Officer, Mike Schwantes, was assaulted early Sunday morning while trying to break up a fight outside Ken's Corner Bar. Schwantes was taken to Bertha Memorial Hospital for x-rays and was released.

Roger Hennagir, Hewitt, was charged with disorderly conduct and assaulting a police officer in the incident. He pleaded guilty to both charges Monday morning and will be sentenced following a pre-sentence investigation.

Schwantes reported breaking up several fights Friday evening in front of the bar. A window at the bar was broken during one of the fights. He had also broken up a fight about midnight Saturday.

Applications for energy assistance

Applications for energy assistance funds for low and moderate income Todd County residents are continuing to be made available according to Tri County Community Action Program. Applications for the energy assistance funds starting the week of January 5, 1981 will be at the following

Minneapol.

Tribune

State news

Monday/January 19/1981

Tiny state TV network creates budding stars

By Jim Parsons
Staff Writer

Eagle Bend, Minn.
There may be another Howard Cosell lurking out there in television land.

The 47-year-old phenom, named Orville Farrell, has spent most of his life "telling it like it is" to his cows at milking time, but last month he became a bona fide, sure 'nuff sportscaster. His specialty is wrestling matches.

Farrell enjoys announcing immensely, but he learned the first time he was on the air that it is easy to be controversial. During one of the duller moments he more or less blatted that the cheerleaders were easy on the eyes.

Cosell would have approved, but someone (Farrell won't say who) thought that the suggestion was inappropriate. That led to an informal ban on comments —and camera shots — of the cheerleaders, which is a strong indication that Farrell isn't working for one of the TV stations that gives us the Dallas Cowboy cheerleaders or Charlie's Angels.

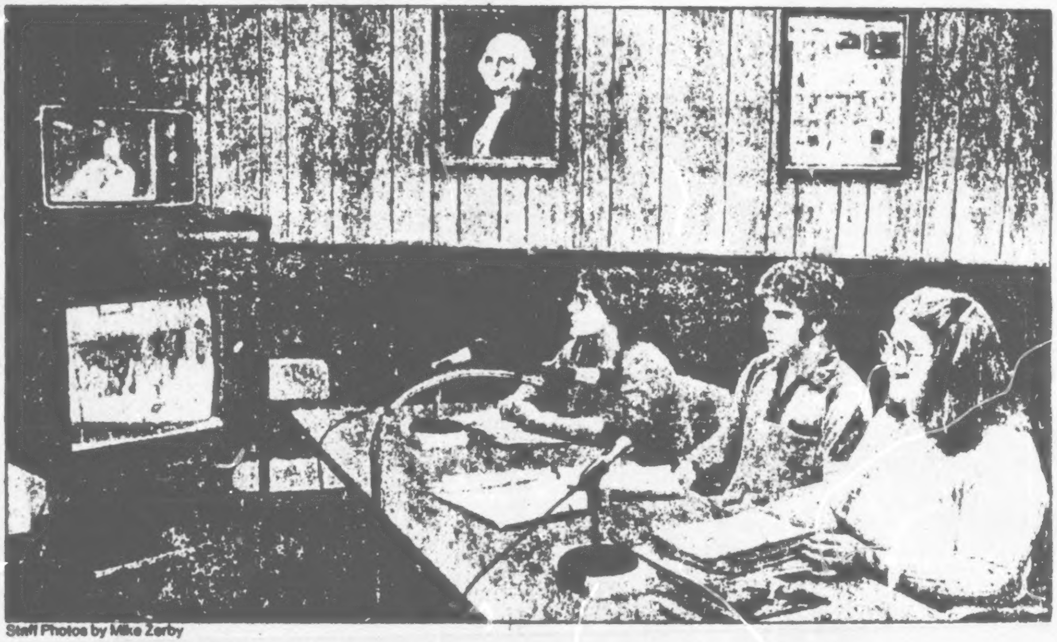
Indeed, Farrell is working for what is probably the world's smallest television station, which comes to you from beautiful downtown Eagle Bend.

That's correct, Eagle Bend, population 557, in the heart of the Minnesota prairie about 20 miles south of Wadena. In fact, the station is the linchpin in what is probably the world's smallest television network.

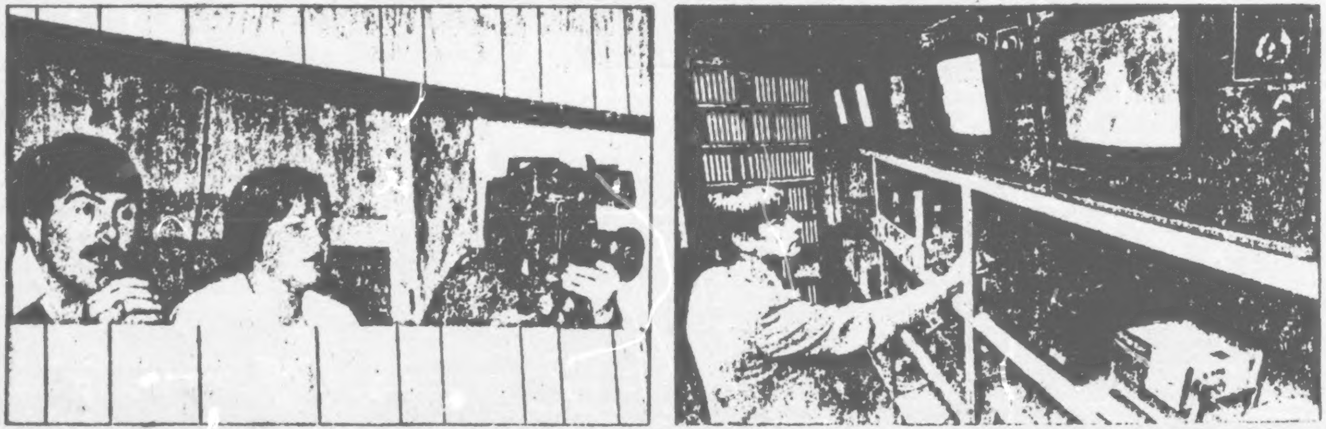
The network includes Bertha, which has a population of 512 and is 7 miles up the road, and Clarissa, population 500 and 5 miles down the road.

In addition to being small, the network is the only one of its kind in the United States.

Orville Farrell


Staff Photos by Mike Zerby

Pam Line, left, Dale Ahrens and Rachael Siens attended a mass communications class taught on two-way interactive TV.


At left, Rick Hest, a geography teacher, and Steve Beach, an 8th grader, did the network's first live basketball telecast. Behind the camera was Norston Fontaine, a 9th grader. At right, Rich Lundgren, Eagle Bend High School principal, monitored several screens in the control room.

It's an experiment in low-power community broadcasting centered on the towns' schools. It's an attempt to bring [illegible] programs to a rural area that gets spotty reception from the big stations, and it is an attempt to have television play a role in public communication in much the same way that small radio stations do now.

But even more important than that, the stations may be a way to help beat the problem of declining enrollments that are forcing small schools to consolidate or close.

About $150,000 has been put into the network in hopes that it will enable school districts to "share" teachers and not have to eliminate such courses as physics and French despite the drop in students taking those courses.

The sharing has already started between the Eagle Bend and Bertha-Hewitt districts. Rolland Kitzke teaches German to students in both schools.

At class time, Kitzke and his four Eagle Bend students head for their studio, which is in a portable classroom. The two students at the high school in Bertha use a converted classroom for their studio.

They can see each other on monitors and can hear each other. The students can — and do — giggle and whisper just like in any other class, but it is wise to cover the mike if you're going to call the teacher an old fogy.

Pronunciation drills, which are important in a language class, are no problem. Kitzke can drill one student at a time or have everyone respond together.

Larry Brincefield, the mass communications teacher in Bertha-Hewitt, has a similar class.

Clarissa didn't get its transmitting tower up until recently so its students will have to wait until next term to join the two classes and the other TV courses that are being planned.

When the teachers and students are on camera, other students are running the cameras and handling the controls. They are all volunteers and usually are refugees from "dumb old study hall," to quote Jon Eckel, a budding electronics engineer.

Everyone involved with the system is a volunteer except the chief engineer, who works part-time, and an administrative aide hired to help with the blizzard of paperwork that inevitably came with the system.

Other schools in the country have two-way TV hookups, but Eagle Bend has one feature that no one else has. Station KG2XCB beams out a signal on the UHF band that can be picked up by anyone who has a television set with UHF channels and a UHF antenna. You also have to live within about 30 miles of Eagle Bend to pick up the low-power signal.

That gives the station the chance to produce programs for the entire community. In fact, the schools are going to have to find ways to do programs about community activities if they want to keep their license.

The Federal Communications Commission (FCC) allowed KG2XCB to go on the air last fall because the commission wants to see if there is a role for "communicasting" in towns like Eagle Bend.

That means the programs about local people and events, which is easier said than done, because there aren't all that many local events. What's more, the city council and school board in Eagle Bend aren't too hot about having their meetings televised. (Extensive news-media exposure isn't very important to politicians in towns were everybody knows how many kids and dogs everyone else has.)

Larry Brincefield asked his "mass comm" class to come up with ideas for programs and got two suggestions — a community calendar of events and a telecast of the towns' annual summer festivals complete with parades.

There [illegible] the other ideas, of course. Mini[illegible]ntaries that deal with local [illegible], a program on the Amish community near Bertha, a look at the plant in Clarissa that makes rock pickers.

Another idea that may be the most popular of all is the broadcasting of sports events. In other words, Orville (Cosell) Farrell and company. Orville's two assistants are his son, Rolland, and Ralph Kern. Rolland and Kern were good wrestlers before graduating from Eagle Bend High about three years ago.

For the handsome salary of $0.00 plus getting to pay their own expenses, the three men get to take a portable camera and tape all of Eagle Bend's wrestling matches. The tapes are usually broadcast the next day and sometimes are shown twice.

Orville tends to get excited ("Oh, no! Our boy's about to get pinned.") but he also tries to be accurate in describing the action. "If an Eagle Bend wrestler makes a mistake or isn't working very hard . . . well . . . I say he made a mistake or isn't working very hard.

"A few people may think that talking about mistakes isn't the right idea, but I sure do."

There haven't been any official complaints, except for the comment about the cheerleaders. And Orville is having so much fun that he isn't about to worry about that.

His enthusiasm is significant, because the station will have to generate community enthusiasm and support if it is going to get a permanent operating license from the federal government.

At the moment, Orville is probably the biggest booster the station has. Two weeks ago, when the station was dedicated, he was there early to hear all the speeches from the high-powered lawyers from Washington, D.C., from the FCC staff member and from Ed Piller and Lee Cohen, two New Yorkers who were instrumental in developing the idea of "communicasting."

Piller, an engineer, and Cohen, an educator, have been talking and writing about the subject for seven years, and one of their articles gave Rich Lundgren the idea that Eagle Bend could have a television station.

Lundgren is Eagle Bend's high school principal. Station KG2XCB has also turned him into a television engineer, administrator, fund raiser, purchasing agent and general factotum.

Lundgren didn't plan it that way. In fact, he didn't even have a plan four years ago when he was looking for ideas on how to improve educational

Eagle Bend continued on page 6[illegible]

Eagle Bend

Continued from page 38

opportunities in districts that have declining enrollments.

He had had two jobs shrink out from under him in two small school districts (Lynd and Slayton, Minn.) and he thought that television might be helpful. Someone at the state Department of Education sent Lundgren the article by Cohen, who is an administrator at City University of New York.

Lundgren and his superintendent, Will James, wound up in New York City talking to Cohen. Then it was on to Washington to talk to members of Rep. Arlan Stangeland's staff and to the FCC.

A lot of people were helpful, but their application to the FCC was dying in the paperwork jungle until someone suggested hiring a law firm that specializes in dealing with the FCC.

About three months after Lundgren found Howard Braun of Fly, Shuebruk, Gaguine, Boros, Schulkind and Braun, the FCC announced that Eagle Bend would get a one-year license for an experimental station.

Money has been a problem, too, but Lundgren found enough from private foundations and within the state Department of Education. The biggest chunk came from the state although the money was actually federal funds.

The three school districts put in about $15,000 of the $150,000 that has been spent. Lundgren also has a grant of about $40,000 for operating expenses, but eventually the districts may have to cover those costs.

That has made some school board members nervous, but Lundgren is optimistic that those costs will drop significantly once the system is running smoothly.

Of course, making it run smoothly with volunteer help may not be easy.

But why worry about that now? Eagle Bend is giddy about being first in the nation in something, and it is giddy about having programs it has never had before. Eagle Bend had never seen Sesame Street and other shows from the Public Broadcasting System. Thanks to a Duluth station, some of those shows are available on KG2XCB.

That's welcome in an area where the reception is so erratic that at the Main Street Cafe they'll tell you that a lot of folks don't know who shot J.R. And some don't even know that J.R. was shot.

Senators on the air in Todd County

by Ernie Silbernagel

"This is the way television should be used, not the junk we're subjected to." Those were the words of Hubert (Skip) H. Humphrey III to describe the communicasting TV system in Eagle Bend. He was in town with the Senate Education Committee to see a demonstration of the capabilities of the communicasting TV channel between Eagle Bend, Clarissa and Bertha-Hewitt. Senator Humphrey along with Senator Myrton Wegener, chairman, and 6 other senate education committee members were in Eagle Bend last Friday to get a first hand look at the two-way interactive TV system that is being experimented with in the three schools.

To give the legislators a demonstration, an impromptu broadcast was arranged with the Senate education committee members on camera in Eagle Bend, Earl Mathison, Chuck Margerum, and Larry Brincefield in Bertha, and Herb Wolf and Don Boudoin in Clarissa. The legislators and school personnel carried on a conversation with each other much as they would with a telephone, but they also had the advantage of seeing each other via the TV monitors.

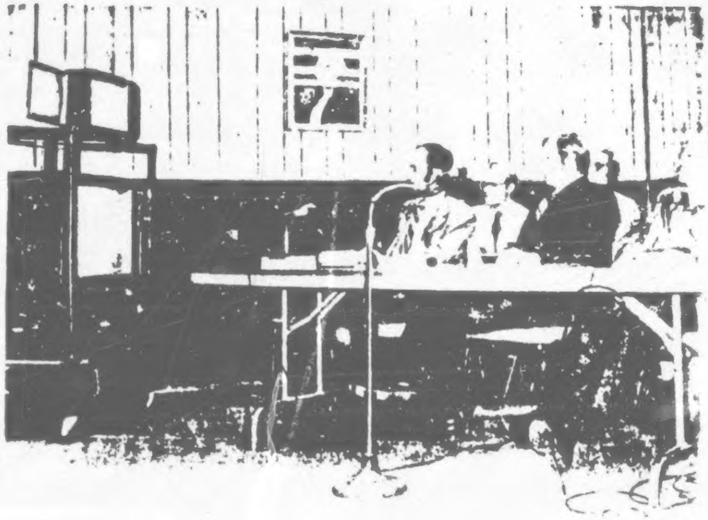
The legislators were obviously impressed with the system, and its potential for education and communications. The system was seen as saving travel expense in holding joint meetings, reducing transportation costs, and improving the educational opportunities for the general public. Senator Wegener said his "main interest is adult education for farmers." This system would enable one teacher to cover a 30 mile radius for such education as health programs. Wegener said the "Farmers Union has listed 39 areas the farmers need education."

The communicasting system was explained to the Senators by Will James and Richard Lundgren. The flexibility of the system was emphasized. Students do not have to lose school time by being bused to other schools, and a few from each school can benefit from a course.

The Senators were presented materials requesting funding to experiment with the system locally, determining the feasibility of a state-wide educational network, developing a clearing house for educational TV materials, and one additional replication site. A budget will be prepared and submitted by Mr. Lundgren.

Senator Wegener said he would ask the legislature to promote the project. Will James pointed out that this is experimental, and will require time and money to experiment. "This is bigger than the resources of the council on quality education and the local school districts. Senator Keith Langseth encouraged the school to start requesting local contributions and selling advertising. Becoming a self sufficient TV station will depend on the community and its education leaders. The local people and the time they are willing to contribute will be critical.

Members of the Senate Education Committee who visited the TV studio were Senator Neil Deitrich, Senator Steve Lindgren, Senator Darrell Peterson, Senator Anne Stokowski, Senator Randy Peterson, Senator Keith Langseth, Senator Hubert H. Humphrey III, and committee chairman Senator Myrton O. Wegener. They were accompanied by 6 staff members. Sue Sattel, assistant coordinator for the Council on Quality Education was also on hand, as were school board members Dennis Rounds, Bob Budahn and Glenn Line.



Members of the Senate Education Committee discussed Communicasting with Bertha-Hewitt and Clarissa, live via UHF Channel 45.

The Senators are (right to left) Senator Myrton O. Wegener, chairman; Senator Hubert H. Humphrey III, Senator Keith Langseth, Senator Neil Dieterich and Senator Steve Lindgren visible in the back row.

the Eagle Bend News

The Eagle Bend News (SSC D [illegible]) is published weekly on Thursdays for $[illegible] per year by EBB Publications, P.O. Box [illegible], Eagle Bend, MN [illegible]. Second Class postage paid at Eagle Bend, MN., POSTMASTER: Send address changes to EBB Publications, P.O. Box [illegible], Eagle Bend, MN [illegible].

Volume [illegible], Number [illegible]

Thursday, January 22, 1981

15¢

Tuesday, January 20, 1981

EAGLE BEND
SCHOOL DISTRICT 790

BOARD OF EDUCATION
Board Officers:
Linden Heidt, Chairman
Dennis Johnson, Vice Chairman
Dick Bass, Clerk
Dean Hetland, Treasurer
EAGLE BEND PUBLIC SCHOOLS

Board Directors:
Glenn Line, Director
Delas Nordstrom, Director
Wayne Aspengren, Director

EAGLE BEND, MINNESOTA 56446

ADMINISTRATION
Wilbur E. James, Superintendent
Richard Lundgren, High School Principal
Russell Martinson, Elementary Principal

(218)738-6442

January 28, 1981

Dr. Lee Cohen
The Graduate School and University Center
of the City University of New York
Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42nd Street
New York, N.Y. 10036

Dear Dr. Cohen:

On behalf of the Communicasting Joint Powers Board, the three school boards, Mr. Mathison, Mr. Wolff, and Mr. James I wish to extend our thanks and gratitude for your willingness to make our Dedication Ceremony a fantastic success. It was a treasured moment that we shall always cherish and never forget.

We realize that the ceremony, although representing a significant accomplishment, signifies the beginning of developing a system which will accomplish our goals and provide a positive model for others to follow. Each day is filled with new goals and challenges! We have pledged that we will accept these goals and challenges and perhaps that is why each day Station KG2XCB is getting bigger and better.

Since the dedication we have met with members of the State Legislature and we feel that they are behind the project. The State Department of Education likewise has acquired more than a passing interest in the project and other school districts have expressed a desire to replicate the project using their own monies.

We all feel very blessed to have had your help in taking a dream and making it work. We know that the dream was the hard part but we also know that for some reason you had the faith in us to allow us to stand alone and try to go where no person has gone before. Thank you so much for that trust and faith!

Enclosed are several newspapers containing articles concerning the project. Although we do not anticipate continued first page coverage of the project, we do anticipate continued weekly coverage of the operation of the system.

Thank you again. You might say we all have proud gold tails because of your willingness to be involved in this project.

Sincerely,

Richard W. Lundgren

Richard W. Lundgren
wkt

Minneapolis Tribune

[illegible]
February 2-6
Subject To Change

ONDAY:
liss Bartylla's First Grade
lenu
Chicken Noodle Soup, cheese
lice, orange wedge, butter
nd peanut butter sandwich,
osy applesauce, white and
hocolate milk
UESDAY:
lam and cheese melt on bun,
ineapple slice, green beans,
utter sandwiches, pear
auce, milk
EDNESDAY:
Barbecues, buttered peas,
ickle slice, butter sandwich-
s, jello w/fruit, milk
HURSDAY:
Oven fried chicken, glazed
arrots, butter sandwiches,
ello w/fruit
RIDAY:
Tacos w/lettuce & cheese,
tewed tomatoes, butter
andwiches, pudding, milk

A film on epilepsy can make you more knowledgeable about a neurological disease that strikes one in very 100 Americans.

From The State Senate

Senator Myrton Wegener

State Senator Myrton O. Wegener today said low-power television broadcasting, centering on local schools and community programs, "has great potential to help our educational system beat the high cost of education and the problems of declining enrollments."

Wegener's comments followed a recent Senate Education Committee tour (at Senator Wegener's request) of the television broadcast facilities at Eagle Bend.

"The Eagle Bend School District is now operating what has been billed as the nation's smallest television station," Wegener said. "Basically, the primarily student and volunteer-run operation serves Eagle Bend, Bertha, Clarissa and schools in the surrounding districts."

Wegener said the station, operating on the UHF waveband, not only brings additional locally-oriented programs to those communities, but enables schools "to share teachers and avoid having to transport students or drop classes in response to the impact of tight budgets and declining enrollment.

Wegener explained that students in schools served by the tiny television network can attend classes offered at a neighboring school through the use of a two-way television hook-up.

"For example, Eagle Bend and the Bertha-Hewitt District are already sharing a German language instructor through the television hook-up," Wegener said. "And, if service can be expanded, it should open new educational opportunities to students in all the schools served by the system."

Among the programs already being implemented by the Eagle Bend station are: German I; Mass Communications; Adult Education; Career Education; Coaches Corner; the broadcasting of local athletic events; local concerts; Sesame Street; Electric Company; Minnesota Living History; Guthrie Outreach; and Bicycle Safety.

"While this list is impressive, the potential for the system seems almost limitless," Wegener said. "Not only can a wide-range of electives be offered at reduced long-range costs, but the system can provide the special community-oriented programming absent from the major networks."

"Clearly, the state must take a look at the Eagle Bend experiment," Wegener said. "And, if it has true potential to reduce long-range education costs and provide true community service, we should examine the possibility of providing the type of financial and technical aid necessary to expand the program."

Wegener added that the Committee, which was impressed with the Eagle Bend operation and its potential, received a packet of detailed information on the station operations, as well as a number of legislative recommendations during their visit. Those recommendations included:

- additional funding to enable Eagle Bend to examine the full potential of the system.
- the completion of a state study to determine what frequencies would be available for broadcast in Minnesota, as well as how the program could be adopted across the state.
- the implementation of a statewide clearinghouse for the acquisition and dissemination of education materials which could be used by school/community stations.
- the establishment of a second pilot station.
- the examination of potential methods to allow school/community stations to tie in with cable service.

"I firmly believe that what the Committee saw on its visit to Eagle Bend more than justified the serious consideration of these recommendations," Wegener said. "In addition, I would like to take this opportunity to congratulate all those who have made the station a success. It is clearly a local project, done on local initiative, and which is working to meet local needs."

Long Prairie Livestock

THIS WEEK'S MARKET RESULTS
WERE UNAVAILABLE

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The School of Journalism

THE NEW YORK SCHOOL OF PRINTING
439 West 49th Street, New York, N. Y. 10019 Tel. 245-5925
PAT DEMEO, *Principal*
SAL A. PACIFICO, *Coordinator*

June 17, 1981

Dr. Lee Cohen, Director
CUNY Institute for Research and Development
in Occupational Education
33 West 42nd Street
New York, N.Y. 10036

Dear Dr. Cohen,

I understand from the "Newsletter" that you may have information regarding the FCC's new rulings dealing with LPTV.

I teach two classes (shops) dealing with television-journalism and would appreciate any information that you could send regarding the applications for frequencies for LPTV stations.

Thank you.

Yours truly,

Thaddeus J. Siwinski

THaddeus J. Siwinski,
teacher, Television-Journalism

LPTV Reporter

Translator & LPTV News and Affairs. SEPTEMBER 1981 VOL. 1 NUMBER 5

Further Notice:

Keeping Your Distance

Interference is in the eye of the beholder, which is one reason why standards for LPTV and translator interference have not yet been adopted. Last month, the FCC issued its long awaited Further Notice of Proposed Rulemaking on interference standards. Public comments on the proposals (due October 13 with reply comments due November 1) will help the Commission decide exactly what the final standards will be. Though the material is complicated, we thought you'd like to take time to digest it, because whatever the standards are, they will determine how many LPTV stations can be licensed in any one community.

The Further Notice addresses several issues; among them are the interference potentials between a full service and an LPTV station on the same channel ("co-channel" interference); and the interference that might be caused to adjacent channels as well as to those channels in the UHF band affected by the characteristics often lumped together as "UHF Taboos".

Until now, the more than 4000 conventional TV translators operating all over the U.S. have been granted licenses at the discretion of the FCC staff, which could easily determine for rural communities where interference would occur. (At VHF there were no standards, while at UHF the full service TV standards applied, but were often waived.) With so many translators providing so much non-interfering TV service, it would not have been practical for the FCC to impose upon them a new set of standards based on arbitrary mileage separations. Practical experience has shown that co-channel translators can be located only a few miles apart if they are separated by a mountain or other imposing terrain features. However, the Further Notice seems to ignore this reality by stating its proposals only in terms of *predicted* signal strength as if the terrain were never obstructed.

Realizing mileage separations won't work, the Commission has opted instead for definitions of interference based on the relative signal strengths, expressed in decibels (dB), that would be predicted to exist between stations. This is the so called "D/U" ratio – the ratio of desired to undesired signal.

The most stringent application of the D/U will be for LPTV stations which are co-channel with full service stations. A standard will be set that prescribes the maximum LPTV signal level at the edge of the predicted Grade B coverage contour of the full service station. The following example might help explain this concept:

(continued on page 3, col. 1)

LPTV Takes Flight in Eagle Bend

By Terrell Lamb

– Eagle Bend, Minn.

RIDDLE: Why can high school German teacher, Herr Klitzke, throw an eraser at student Timmy in the Eagle Bend classroom to wake him up, but not at student Sarah in the Bertha-Hewitt school classroom?

ANSWER: Because Herr Klitzke's German class is taught via two-way television that broadcasts on the Eagle Bend, Minnesota, experimental low power TV station KG2XCB.

That's right. Bertha-Hewitt classroom is a small studio 7 miles away from the Eagle Bend School. Sarah watches her teacher on a monitor and her responses are picked up by a camera. In Eagle Bend, Timmy and Herr Klitzke are taped and watch Sarah on another two-way monitor. The students in Eagle Bend, Bertha-Hewitt and neighboring community Clarissa can interact back and forth as if they were in the same classroom.

This innovative method of instruction is not magic, but one of the few realizations of a licensed low power television station. The Bertha-Hewitt and Clarissa classrooms are satellites for the experimental low power TV station in Eagle Bend, UHF Channel 45. The two-way telecasting is called communicasting and has been around conceptually for more than 20 years. It's the brainchild of Lee Cohen and Ed Piller, who for years have been concerned that the public airwaves would be innundated with commercial TV and the airwaves would be lost for 2-way educational use. For them, KG2XCB is the realization of a dream. So it is for Eagle Bend School Superintendent, Will James.

'There weren't enough students in any of the three schools to warrant a foreign language teacher," says James. With communicasting we can serve three school districts with one German teacher.

(continued on page 4, col. 1)

Inside

Meet Richard Lundgren, Eagle Bend Station Manager

(continued from page 1, col. 2)

It was back in the fall of 1978 that Eagle Bend principal Richard Lundgren first got wind of this thing called communicasting. (See related story on page 5). About the same time, funds were made available through Title 4C for schools to come up with alternative teaching methods for rural education. Lundgren and Superintendent James were perceptive enough to know this was something that held a lot of potential for them.

Eagle Bend omni-directional antenna

"The next thing I knew, we were on the airplane flying to New York for an interview with Dr. Cohen," says James. "Then we flew down to Washington, to the FCC. Pretty soon we were intimately involved with setting up guidelines for low power TV, the first new broadcast service considered by the FCC in 20 years. It seems to have happened pretty fast."

Channel 45's experimental license allows for unlimited broadcast time in a 20 mile radius. While other schools in the country have 2-way TV hookups, Eagle Bend has one feature no one else has. Station KG2XCB beams out a signal on the UHF band that can be picked up by anyone who has a TV set with UHF channels and a UHF antenna. That gives the station the chance to produce programs for the whole community, a community largely underserved by the mass media.

In the heart of Minnesota prarieland, Eagle Bend, has a population of about 550 people. The economy of the incorporated village is based almost exclusively on agriculture, with dairy farming being the single largest income-producing activity. Life centers around the traditional family farm. In terms of mass media, there is no other broadcast facility licensed specifically to the community. Three radio signals are received off-the-air from other towns, and Eagle Bend is within the predicted Grade B contour of one television station – KCMT, Alexandria – a network-affiliated VHF station. There is no cable and the only local media is a weekly newspaper. Three other television stations are somewhat receivable on UHF.

So far, about $200,000 has been put into the three school district network. All of the money has come from state and federal government grants and private foundations. Specific sources include: Reader's Digest, Mardag Foundation, ESEA Title IV-C, Minnesota Council for Quality Education, Minnesota Rural Development Council, Woodland Vocational Center, Northwest Area Foundation, ECSU-5, the University of Georgia, Station WDSE-TV of Duluth, Station KCMT-TV of Alexandria, and Station KSTP-TV of Minneapolis, Minnesota.

One recent addition to the funding coffers is a bill passed by the Minnesota State Legislature this past session providing monies for the maintenance of the low power television transmission project in Independent School District No. 790. That's Eagle Bend! The state is interested in what low power TV can do for its entire school system.

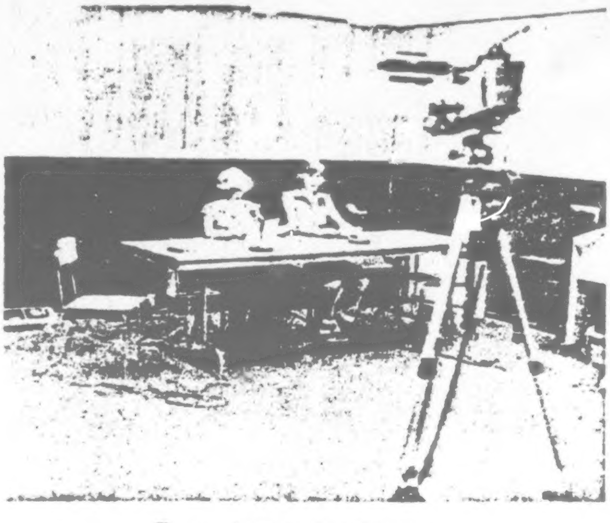
"As students and community members get trained, come to feel at ease with the equipment, our programming will improve. I can't wait for that to happen because right now, it's lousy."

Community response is mixed. James says there's a core of people who support the station whole-heartedly. And he says there's a lot of people who think the whole thing is a total waste of time, money and energy.

"A lot of the negative feelings concern teachers. As you understand, they feel threatened that the station might replace a number of teachers because now we can teach three classes in three separate schools using just one teacher."

But James goes on to say it hasn't caused any drop in personnel, and it won't. He repeats the original intent of the station was to expand curriculum in areas where there just aren't enough students enrolled.

What lies ahead for station KG2XCB, UHF Channel 45 is not exactly clear because of the freezes on both experimental and low power licenses at the FCC. Lundgren and James were advised by their legal counsel not to apply for a regular low power license until the "dust settles at the FCC." One of the network-affiliates in Minneapolis has applied for a translator in Wadena, just 20 miles away. Lundgren admits if that application is granted, Channel 45 will be looking for a new frequency.



Two students anchor the news.

"We knew when we got into this, as an experimental station, we were undertaking a great risk. We are secondary to just about everybody. But it's that experimental status that's given us the ability to go on the air in the first place. We're a model and we want to go on that way. We don't want to be involved in the fight."

THE STATE OF WISCONSIN • DEPARTMENT OF PUBLIC INSTRUCTION
125 South Webster Street • Box 7841 • Madison, Wisconsin 53707

Herbert J. Grover, State Superintendent / B. Dean Bowles, Deputy State Superintendent

July 28, 1981

Dr. Lee Cohen
The Graduate School & University Center
of the City University of New York
Center for Advanced Study in Education
33 West 42nd Street
New York, NY 10036

Dear Dr. Cohen:

In 1978 you had communicated to our department information on the possibility of using low-power television broadcasting for educational "communicating." I am interested in learning how this idea has progressed since then.

Would you please send me information on the status of "communicating" as it relates to the FCC and pilot projects?

Thank you for your assistance.

Sincerely,

Ralph Whiting, Supervisor
Instructional Media & Technology
Bureau of Instructional Media Programs
Division for Library Services

(608) 266-3945

RW/ss

UNIVERSITY OF WISCONSIN–EXTENSION
1327 UNIVERSITY AVENUE P. O. BOX 2093 MADISON, WISCONSIN 53701

BUREAU OF AUDIO-VISUAL INSTRUCTION

September 4, 1981

Dr. Lee Cohen, Director
Center for Advanced Study in Education
Institute for Research and Development in
Occupational Education
The Graduate School and University Center of
The City University of New York
New York, New York 10036

Dear Dr. Cohen;

Enclosed is the WISCONSIN LIBRARY BULLETIN for November/December, 1980. Among the articles included is one about Communicasting. Your kind assistance in helping me learn about this low power system has been much appreciated.

The delay in sending this copy to you is a result of two factors. First, editorial/publishing changes occurred within The Wisconsin Division of Library Services. As a result, the November/December issue was not actually off the press until July of 1981. Second, I have been involved with many projects, and have not taken the time to send this copy on to you. But, quickly or slowly, I wanted to share the publication with you.

I have finished my doctoral studies and degree; am in the process of finding full-time employment again. I also am developing a manuscript about interactive television which includes information about Eagle Bend, Minnesota. I have talked with Richard Lundgren a time or two this summer. The interactive system in the Eagle Bend area is thriving, with 12½ hours of programming on a daily basis now. I feel sure the service has been beneficial for many people in that area.

Thank you for your information and cooperation in developing the Communicasting article. Your kindness helped cheer a rather frustrating period in my life last summer.

Sincerely,

Maxine Jones

LETTERS TO THE EDITOR

Dear Editor,

Will the applicants filing for channels to which there is no opposition be granted licenses soon?

Thanks,
Dr. John Forshner, Dalton, GA

The FCC has temporarily postponed granting construction permits to uncontested LPTV applications that have passed cutoff because of questions raised by new Commissioner Mimi Dawson. The Commission is supposed to take up the issue again at its meeting on Sept. 22nd. Watch for news of it in our next edition. Ed.

Dear Editor,

The word "communicasting" was used in RM-2846, a petition by Lee Cohen and Edwin Piller to establish a service under that name. The word is a combination of communicating and broadcasting, and specifically refers to a roundtable of several originating stations operating in conversational mode through a common omni-directional repeater. The protocol is derived from ham practice, where several stations converse through a voice repeater, with one station transmitting at a time. Under communicasting, the input and output channels would both be in the TV broadcast band. Each repeater group would have to establish its own usage rules, as ham repeaters do, and probably include a timer to discourage long-windedness. Since the repeater would be on a regular UHF channel, the public would be able to listen in on those sessions.

There is no limit to the number of licenses that could be issued to work through repeaters, just as there is no need to ration licenses to talk through ham repeaters. Usage and allocation of time are handled within the private repeater organization. I'm sure all this sounds chaotic by broadcasting standards, but it works well in the amateur service – including ham TV repeaters.

I suggest that a pair of channels should be allocated nationwide to communicasting, so that all originating stations could use the same frequency, and would therefore be compatible with all repeaters. That would ensure total and instant portability of cameras, and support the goal of letting anyone with a thousand bucks get on the air.

Sincerely,
John A. Carroll, Bedford, MA

– It does sound a bit complex, but more importantly, we believe LPTV should be a service that can accomodate all the traditional modes of TV operation (advertiser-supported, subscription, etc.) as well as new uses such as "communicasting" (see this month's article on Eagle Bend). We doubt that reserving channels only for communicasting is the most efficient or equitable way to foster the growth of LPTV. Ed.

LPTV Reporter
P.O. Box 1567
Washington, D.C. 20013

Benefiting Mankind

Dr. Lee Cohen
Director
City University of New York
33 W. 42nd St.
New York, NY 10036

APPENDIX F

Technical Assistance Workshops
Presentations
Meetings & Seminars

International Directory of Selected Research and Teacher Training Institutions in the Field of Technical and Vocational Education

First Draft (1980)

United Nations Educational,
Scientific and Cultural
Organization

ED-80-WS/113

education students; Teachers in pre-service training; Teachers in in-service training; Specialists in retraining; Out of school youth; Workers; Peasants/Farmers
SERVICES PROVIDED: advisory services

EDUCATION SERVICE CENTER, REGION 20 - E S C - 2 0
1550 N.E. Loop 410
San Antonio, Texas 78209
USA
HEAD OF INSTITUTION: Dr. Dwain M. Estes
YEAR OF CREATION: 1967
SIZE OF STAFF: 397
TYPE OF INSTITUTION: Public non governmental
NATIONAL LANGUAGE(S): English
FIELD(S) OF SPECIALIZATION: General technical education
TECHNICAL AND VOCATIONAL EDUCATION: Industrial; Commercial; Agricultural; Home economics; adult education; special education; performance based education; individualized instruction
INSTITUTIONAL FUNCTIONS: Preparation of teaching/learning materials; Curriculum development; data processing; educational planning; educational financing; vocational guidance; human resources development; career development; consultants; individualized instruction
TARGET GROUP(S): Students in general education; Teachers in pre-service training; Teachers in in-service training
SERVICES PROVIDED: enquiry services; advisory services; information services; teaching materials and equipment

FAR WEST LABORATORY
1855 Folsom Street
San Francisco, California 94103
USA
HEAD OF INSTITUTION: Mr. Bela Banathy
TYPE OF INSTITUTION: Public non governmental
NATIONAL LANGUAGE(S): English
FIELD(S) OF SPECIALIZATION: General technical education
TECHNICAL AND VOCATIONAL EDUCATION: Industrial; Commercial; Agricultural; Home economics; adult education
INSTITUTIONAL FUNCTIONS: Preparation of teaching/learning materials; Curriculum development; Technical teacher training; Development of documentation services; Research in teaching/learning methods and techniques; Evaluation; educational planning; educational development; educational management; educational models; quality of education
TARGET GROUP(S): Students in general education; Secondary students; Higher education students; Teachers in pre-information services

INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION - I R D O E
City University of N.Y.
33 W. 42nd Street New York, N.Y. 10036
USA
HEAD OF INSTITUTION: Dr. Lee Cohen
YEAR OF CREATION: 1971
SIZE OF STAFF: 50
TYPE OF INSTITUTION: Governmental
NATIONAL LANGUAGE(S): English
FOREIGN LANGUAGE(S): French, Spanish, German
FIELD(S) OF SPECIALIZATION: General technical education
TECHNICAL AND VOCATIONAL EDUCATION: Industrial; Commercial; Agricultural; Home economics; life-long education; educational personnel training
INSTITUTIONAL FUNCTIONS: Preparation of teaching/learning materials; Curriculum development; Technical teacher training; Development of documentation services; Research in teaching/learning methods and techniques; Evaluation; audiovisual aids; cooperative education; special education; vocational guidance; education and employment
TARGET GROUP(S): Students in general education; Secondary students; Higher education students; Teachers in pre-service training; Teachers in in-service training; Specialists in retraining; Out of school youth; Workers
SERVICES PROVIDED: meetings; enquiry services

MICHIGAN STATE UNIVERSITY - M S U
East Lansing, Michigan 48824
USA
HEAD OF INSTITUTION: Mr. Cecil Mackey
YEAR OF CREATION: 1854
SIZE OF STAFF: 3000
TYPE OF INSTITUTION: Governmental
NATIONAL LANGUAGE(S): English
FIELD(S) OF SPECIALIZATION: General technical education
TECHNICAL AND VOCATIONAL EDUCATION: Industrial; Commercial; Agricultural; Home economics
INSTITUTIONAL FUNCTIONS: Preparation of teaching/learning materials; Curriculum development; Technical teacher training; Research in teaching/learning methods and techniques; Evaluation;
TARGET GROUP(S): Students in general education; Secondary students; Higher education students; Teachers in pre-service training; Teachers in in-service training; Specialists in retraining; Out of school youth

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
99 WASHINGTON AVENUE
ALBANY, NEW YORK 12230

ASSISTANT COMMISSIONER
FOR OCCUPATIONAL AND CONTINUING
EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION SUPERVISION
BUREAU OF OCCUPATIONAL EDUCATION PROGRAM SERVICES
518-474-4808

July 22, 1980

Mr. Steve Hornberger
The Door
618 Avenue of the Americas
New York, NY 10011

Dear Mr. Hornberger:

This is in response to your letter of July 17, 1980. I believe the two references that I will give you have materials that are much more up to date and are more relevant to New York City than materials I presently have. The New York City Board of Education operates what is known as the Bronx Career Center. This center, aside from the service rendered, has an abundance of materials which may be the kind you would desire. The contact person there is:

Mrs. Mary Gaskin
Bronx Career Center
1021 East 178 Street
Bronx, NY 10460
Phone number 212 328-1330

It is also suggested that you contact Dr. Lee Cohen. Dr. Cohen's agency has been involved in computer assistance guidance and may have materials that will be of assistance to the populations you serve. The address is:

Dr. Lee Cohen
Institute for Research and
Development (IRDOE)
City University of New York
33 West 42nd Street
New York, NY 10036
Phone number 212 221-3895

I am sure that Mrs. Gaskin and Dr. Cohen will assist you in any way they can. Thank you for your interest in the students of New York City.

Sincerely,

William J. Boudreau
Supervisor

WJB:lmp

cc: Mrs. Gaskin
Dr. Cohen

The National Puerto Rican Business & Marketing Assn., Inc.
304 East 45th Street, New York, New York 10017 (212) 883-1200

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Dear Lee

The enclosed information and application forms are of vital importance to Hispanic Scholars and Academics and to the institutions with which they are affiliated.

Please be kind enough to circulate the information and make such individuals in your institution aware of this Grantsmanship Workshop opportunity provided by the National Endowment for the Humanities.

Thank you for your interest and assistance.

Sincerely

THE NATIONAL PUERTO RICAN BUSINESS &
MARKETING ASSOCIATION, INC.

Joseph Monserrat

Joseph Monserrat,
National Director

P.S. Kindly contact Julio Rodriguez or Max Gonzalez at the BMA Office (212) 883-1200 for further information and/or additional applications.

Please get this around where it will do some good. Thanks. talk with you soon.
Warm regards
Julio

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REPUBLIC OF SINGAPORE

Vocational & Industria
Training Board
Vocational Drive
Singapore 0513

Dr Lee Cohen
Institute for Research and Development
in Occupational Education - IRDOE
City University of N Y
33W 42nd Street New York
NY 10036
USA

Dear Sir

The Vocational and Industrial Training Board is in the process of setting up a Resource Centre.

2 We are anxious in building up our collection of resource materials which would also include technical reports, seminars, newsletters, handbooks, prospectuses, calendars and other relevant publications pertaining to vocational and technical education.

3 It would be deeply appreciated if you could include us in your mailing list to receive the publications as and when it is published.

4 We look forward to receiving the publications from you.

Yours faithfully

RAZIA SULTANAH (MRS)
Library Officer
for Director of Vocational & Industrial Training

RS/gsh

1980
Año de la alfabetización

MINISTERIO DE EDUCACION

CRUZADA NACIONAL
DE ALFABETIZACION
héroes y mártires
por la Liberación de Nicaragua

6th December, 1980, Managua, Nicaragua.

Dr. LEE COHEN,
Director,
City University of New York,
Institute for Research and Development
in Ocupational Education,
33 West 42nd Street,
New York,
New York 10066, U.S.A.

Dear Director:

The Ministro of Education (MED) of the Government of National Reconstruction of Nicaragua is at present reorganizing its Department of International Relations, the aim of the department being to establish cordial and fruitful mutual relations with the principal educational institutions and research centres abroad concerned with educational and social development.

We would like to develop our acquaintance with research and studies undertaken in the highly important area of vocational training, both technical and agricultural, in which your institute has developed a speciality. For this reason, we wish to request your kind and generous cooperation in facilitating our access to this information by sending us publications and materials which you have at your disposal and by keeping us in touch with further developments.

We would also like to make use of this opportunity to send greetings on behalf of our people, who would like to establish friendly relations with all other countries, and to wish you a happy Christmas and New Year.

We look forward to hearing from you,

Sincerely yours,

OCTAVIO RIVAS G.
Executive Assistant, Ministry of Education

cc:
Asist. Ejecut.
AH/ORG/agro.

WESTFÄLISCHE WILHELMS-UNIVERSITÄT MÜNSTER

INSTITUT FÜR ERZIEHUNGSWISSENSCHAFT
- Prof. Dr. Georg Hansen -

Universität Münster · Institut für Erziehungswissenschaft
44 Münster (Westf.) · Bispinghof 3

Lee Cohen
Institute For Research And Development
In Occupational Education
33 West 42 ND St.
New York, N.Y. 10036 USA

44 MÜNSTER, DEN
BISPINGHOF 3
TEL. (0251) 83 4203
4218
4230

25.6.1981

Although it has been a while since we were there, you will probably remember our visit to the United States in February and March of this year. We were in the United States to learn about American approaches to the problems of ethnic minorities, youth unemployment and declining enrollment. One of the most impressive aspects of our visit was the extreme helpfulness of our American colleagues, which made our research possible.

We have recently completed the enclosed project report for the VW-Foundation. Despite possible language difficulties, we thought you might like to see the outcome of the study you helped us to do. The report relies very heavily on the many conversations we had with our American colleagues, the written material we were given, as well as our won impressions from our visits to various institution in the educational field. For those who cannot read German, a short English summery is included at the end of the report.

We hope you enjoy the report and would be very glad to hear comments from you. Hopefully our institutions will remain in contact. In the meanwhile, we would like once again to express our very sincere gratitude for your hospitality and helpfulness. Should you ever visit Dortmund or Münster, we would be very glad to show you around our institutes.

Yours truly,

G. Hansen

(Prof. Dr. G. Hansen)

David L. Giveans, lecturer - consultant

Advocating Non-Sexist Learning Environments and Men in Nurturing Roles

December 29, 1980

The Film Librarian
Center for Research and Development In Occupational Education
33 West 42nd Street
New York, New York 10036

Dear Colleague,

As editor of NURTURING NEWS, copy enclosed and also as a national advocate of men's liberation and men as nurturing persons, I am interested in seeing your film, "A Man's Place."

I shall be in New York during the month of February and would like to see the film at that time.

I would like to know if this is possible and would appreciate hearing from you before I leave for New York on January 28th. I plan to list the film in a new annotated filmography I am presently developing focusing on men as nurturing persons.

Thank you.

Cordially,

David L. Giveans

Tel: 415-861-0847 187 Caselli Avenue, San Francisco, CA 94114

CENTER FOR TECHNOLOGICAL EDUCATION HOLON
AFFILIATED WITH TEL-AVIV UNIVERSITY

February 11, 1981.

City University of New York, N.Y.
Institute for Research and Development
in Occupational Education
U.S.A.

Dear Sirs:

We wish to order the following publication:

Sex differences in Cooperative Education: A Study of First-Time Cooperative Education Students in Traditional and Non-Traditional Occupations.

ERIC / ED 181 294

Kindly let us have your proforma invoice for the above.

We thank you for your cooperation.

Yours truely,

Ruth Maftoul
Head Librarian

52 GOLOMB STREET, P. O. B. 305, HOLON, ISRAEL, TEL. (03) 85 11 81 – 4

New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Education
Stone Hall
Ithaca, N. Y. 14853

Cornell Institute for
Occupational Education
Telephone 607-256-6515

February 12, 1981

Dr. Lee Cohen, Director
Institute for Research & Development
in Occupational Education
33 West 42nd Street
New York, New York 10036

Dear Lee:

Thank you for bringing a sampling of IRDOE materials for display at the Commissioner's Conference. I'm returning the materials which were left. Also enclosed are copies of requests for your publications which were made on CIOE request forms.

We received many compliments on the "RCU" display. Thanks for helping us make is successful.

Sincerely,

Vern Beuke

Vernon Beuke, Ph.D.
Research Associate

VB/sma

cc: J. Dunn

Enclosures

THE LAW OFFICES OF

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75206

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214-691-4025

DANIEL D. DURFEY
INVESTIGATOR

February 16, 1981

Center for Advance Studies and
Education
Graduate School and University
Center
City University of New York
New York, New York

Dear Sir:

Our firm has been retained to represent Plaintiffs who were injured by a falling Swiss Sky Ride at the State Fair of Texas. One of these Plaintiffs has become a quadriplegic as a result of the accident.

Therefore, I am interested in any publications or brochures you have on the subject of designs and devices for accessible single family housing suitable for a quadriplegic or paraplegic individual.

Specifically, I would like a copy of the following publication:

> Barrier Free Designs, Accessibility for the
> Handicapped, Publication No. 74-3, Sept. 1974
> by Phyllis Tica and Julius Shaw

Any other pertinent information you might have, in the form of brochures, publications, or bibliographies would also be helpful.

Please bill us for these publications.

Thank you very much in advance for your assistance.

With kind regards,

LAW OFFICES OF WINDLE TURLEY, P.C.

Renée E. Pfrommer

Renee Pfrommer
Law Clerk

RP/vh

NEW YORK UNIVERSITY MEDICAL CENTER
A private university in the public service

Institute of Rehabilitation Medicine
400 EAST 34TH STREET, NEW YORK, N.Y. 10016
AREA 212 340-6048
CABLE ADDRESS: NYU MEDIC

March 10, 1981

Dr. Lee Cohen
Institute for Research & Development
in Occupational Education
CUNY Graduate School
33 West 42nd Street
New York, New York 10036

Dear Dr. Cohen:

I want to thank you for making available to me the Motivation Advance Process Audio-Visual tape for my special placement program.

As you know, my program, funded by Youthwork, Inc. of the U.S. Department of Labor, is concerned with year-round work experience in the business sector for physically disabled high school and college students. These students have been benefiting from this special success motivation component within the program, and I am most appreciative.

Yours sincerely,

Rosalind R. Zuger

Rosalind R. Zuger
Director,
Placement & Job Development

am

MIAMI-DADE COMMUNITY COLLEGE/North Campus, 11380 N.W. 27 Avenue, Miami, Florida 33167

CAMPUS PARK
REVITALIZATION PROJECT
(305) 685-4525

March 12, 1981

Dr. Lee Cohen, Director
SUNY IRDOE
33 West 42nd Street
New York, NY 10036

Dear Doctor Cohen:

Currently I am on a special project for the North Campus of Miami-Dade Community College in addition to my regular duties.

Basically the project consists of forming an association of area business persons and residents to reverse the economic and social decline of the community around the college. We are located in the area of the recent civil disorders and they have had a marked effect on an already declining locale.

One of the items we are looking at is increased employment for area residents and the means to insure their employability. One method we are using is to investigate the need for the types of Vocational education currently offered by local institutions in terms of job availability.

It is felt that we need to have a plan of action to do such a study based on reliable research such as your institute has already implemented.

Our next general meeting is April 1, 1981 and we wish to make a report to the membership at that time.

We do not have funds to reimburse you, but would nonetheless like to ask if you would be in the Miami area sometime during the week of March 23, 1981 to discuss some of your methods and findings. It would also be a good opportunity to "pick your brains" on some of the things the state of New York may be doing in declining/depressed areas.

Thank you in advance for any consideration or help you may give this request.

Sincerely,

Casale

[illegible]
Project Director

[illegible] 5 [illegible]

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF OCCUPATIONAL AND CAREER EDUCATION
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
GEORGE R. QUARLES, CHIEF ADMINISTRATOR

PLANNING, EVALUATION,
AND RESEARCH

METROPOLITAN GUIDANCE INFORMATION SYSTEM
DEBORAH E. PERLMUTTER, PROJECT DIRECTOR
(212) 596-6253

March 12, 1981

Dr. Lee Cohen
CASE/IRDOE
CUNY Graduate Center
33 West 42nd Street
New York City, N.Y.

Dear Dr. Cohen:

Much has happened with the Metropolitan Guidance Information System since our last report to you and the rest of the Steering Committee.

MetroGuide is now an established program offering up-to-date New York City career information as well as information on colleges and financial aid. The information is stored on a computer at 110 Livingston Street and is accessed through telephone linked terminals in ten schools. We estimate that there were approximately 10,000 student users in the ten schools last year. In Fall, 1981 we expect to offer MetroGuide in an additional fourteen schools.

We would appreciate your continued assistance in shaping the direction of MetroGuide as a member of its Advisory Commission. The Commission will meet on April 6, 1981 from 2:00 to 4:00 in the afternoon in Room 525 at 110 Livingston Street, Brooklyn. The purpose of the meeting will be to review the progress of the program and to discuss issues and concerns with which we can use your help.

Please return the enclosed form indicating your willingness to serve on the Commission and your availability for the April 6th meeting.

I look forward to seeing you.

Yours truly,

Deborah E. Perlmutter

Deborah E. Perlmutter
Project Director
MetroGuide

DP:mb

Enclosure [illegible]

cc: George R. Quarles

FUTURING

THE WORLD TOMORROW AND HOW IT EFFECTS COUNSELING

FRIDAY, JANUARY 23, 1981

9:00 a.m. - 1:00 p.m.

GRADUATE SCHOOL AND UNIVERSITY
CENTER
33 West 42nd Street
New York, New York 10038
3rd Floor Film Studio

Office of Admissions
Long Island University
Brooklyn, New York 11201

FUTURING

THE WORLD TOMORROW AND HOW IT EFFECTS COUNSELING

Sponsored by:

Association for Humanistic
Education and Development (AHEAD)
Division of NYSPGA

FUTURING
THE WORLD TOMORROW

January 23, 1981

Participants will gain knowledge and insight into the expectations of counseling in the World of Tomorrow.

We welcome all members and non-members of AHEAD to meet with us and share our expectations and concerns for the 80's.

CONFERENCE COORDINATORS

Prof. Daniel T. Burke
President of AHEAD
Director of Admissions
Long Island University
Brooklyn, New York 11201

Dr. Lee Cohen
Director of the Institute of
Research Development and
Occupational Education
33 West 42nd Street
New York, New York 10036

Dr. Ann A. Kaplan
Assistant Director of Admissions
Long Island University
Brooklyn, New York 11201

CONFERENCE SCHEDULE

Graduate School and University
Center
33 West 42nd Street
New York, New York 10036
3rd Floor Film Studio

9:00-9:30 a.m.	Registration and Continental Breakfast
9:45-12 noon	Presentations
	Frederick R. Brodzinski Dean of Students Ramapo College, New Jersey
	Topic Futuring in Student Personnel Services
	Marion Jones Percival Workshop Coordinator Career Counselor/Lecturer, Hunter College/Secretary, N.Y. Chapter of World Future Society
	Topic Futuring in Career Counseling
12 - 1 p.m.	- Discussion - Questions and Answer

PRE-REGISTRATION FORM
AHEAD Workshop
Futuring
Friday, January 23, 1981

Registration fee:

AHEAD member	$3.00
Non-Member	$5.00
Membership fee	$4.00

Please Print

Last Name ____________ First ____________

Organization ____________

Address ____________

City ____________ State ____________ Zip Code ____________

Make check payable to AHEAD and mail to:

Dr. Ann A. Kaplan
Admissions Office
Long Island University
Brooklyn, New York 11201

Conference Description

Experiential learning programs, which give students an opportunity to test classroom learning in work situations, to explore career possibilities by direct participation, and to enhance their personal development through service, are becoming increasingly popular both with students and with institutions throughout the New York metropolitan area.

This conference will provide:

— a conceptual overview of experiential learning,
— an exploration of the different perspectives on experiential learning as represented by four national organizations,
— a series of workshops to strengthen the skills and understanding of the participants.

Who Should Attend

Faculty and staff postsecondary institutions involved in the development, operation or administrative responsibility of experiential learning programs.

Participating Organizations

Sponsoring Organizations:
Cooperative Education Association (CEA)
Council for the Advancement of Experiential Learning (CAEL)
National Center for Service-Learning (NCSL)
National Society for Internships and Experiential Education (NSIEE)
Host Institution:
LaGuardia Community College, CUNY
With Support From:
The Fund for the Improvement of Post Secondary Education

Division of Cooperative Education
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101

Non-Profit Org
US POSTAGE
PAID
L.I.C., N.Y. 11101
Permit No. 47

EXPERIENTIAL LEARNING

Quality

Growth

Innovation

Friday, April 3, 1981

At The CUNY Graduate Center
33 West 42nd Street, New York, New York

Schedule

8:30 - 9:30 Registration and Coffee
Auditorium, lower level

9:30 - 10:15 **Keynote Address:**
"Converging Theories of Experiential Learning"
Dr. Morris T. Keeton, President of CAEL
(Former Provost, Antioch University)

10:15 - 11:15 Four Perspectives on Experiential Learning:

Moderator:
Dr. Sheila C. Gordon
LaGuardia Community College

Panelists:
Ms. Lyn Baird, Director
NCSL, ACTION
Dr. Maurice Hartley
Editor, Journal of Cooperative Education
Cook College, Rutgers University
Dr. Jules O. Pagano
Chairperson Emeritus, CAEL
Bard College
Mr. Timothy K. Stanton
Vice President, NSIEE
Cornell University

11:15 - 12:30 **Workshops (repeated in the afternoon)**

Evaluation and Research:
Assessing Program Effectiveness
Workshop Leader:
Ms. Barbara R. Heller
Graduate Center, CUNY

Monitoring and Facilitating Student Learning:
Objectives, Faculty Roles, Student Evaluation
Workshop Leaders:
Mr. Timothy K. Stanton
Dr. Madeleine Hober
Cornell University

Developing and Implementing a Program
Workshop Leader:
Ms. Freyda Lazarus
Montclair State College

11:15 - 12:30 **Developing Field Placements:**
Marketing the Program,
Maintaining Placements
Workshop Leader:
Ms. Wanda Bolton
C. W. Post Center/Long Island University

Expanding the Role of the
Cooperating Employer/Agency
Workshop Leader:
Dr. Dorrie Williams
LaGuardia Community College

A Model for Institutional Change
Workshop Leader:
Dr. Harry N. Heinemann
Program Consultant, The Second World
Conference on Cooperative Education
LaGuardia Community College (on leave)

12:30 - 1:45 Lunch*: Faculty Dining Room with Workshop
Participants or on your own in the neighborhood

1:45 - 3 Workshops (repeat of morning program)

3 - 3:30 Observations of the Day: Wrap-up
Pamela Tate, Editor-in-Chief,
CAEL, New Directions series
Asst. Vice Chancellor for Alternative and
Continuing Education, SUNY (on leave)

3:30 Wine and Cheese

*Lunch is not provided as part of the registration fee. (A listing of moderate restaurants in the area will be included in the registration packet.)

Planning Committee

Julian Batim
Hunter College

Maria Di Paola
Urban Corps

Catherine Farrell,
Local Coordinator
LaGuardia Community College

Sheila C. Gordon
LaGuardia Community College

Madeleine Hober
Cornell University

Jane Kendall
National Society for
Internships and
Experiential Education

Joseph Koon
York College

Alice Korngold
Pace University

Alida Mesrop
The College for
Human Services

Andrew Parker
Baruch College

Robert L. Purcell
Boricua College

Sara Vidal
Boricua College

Registration Materials

The registration fee of $20.00 ($10.00 for students) will include: attendance at three major presentations and two workshops, a collection of seven noted publications in the field of experiential learning, refreshments in the morning and the afternoon, an alphabetical listing of all pre-registered participants and a general information brochure on each of the four sponsoring organizations.

Note: The student registration fee of $10.00 does not include the publications.

Preregistration Form

Experiential Learning Workshop

Name and Title: ______________________________

Institution: ______________________________

Street: ______________________________

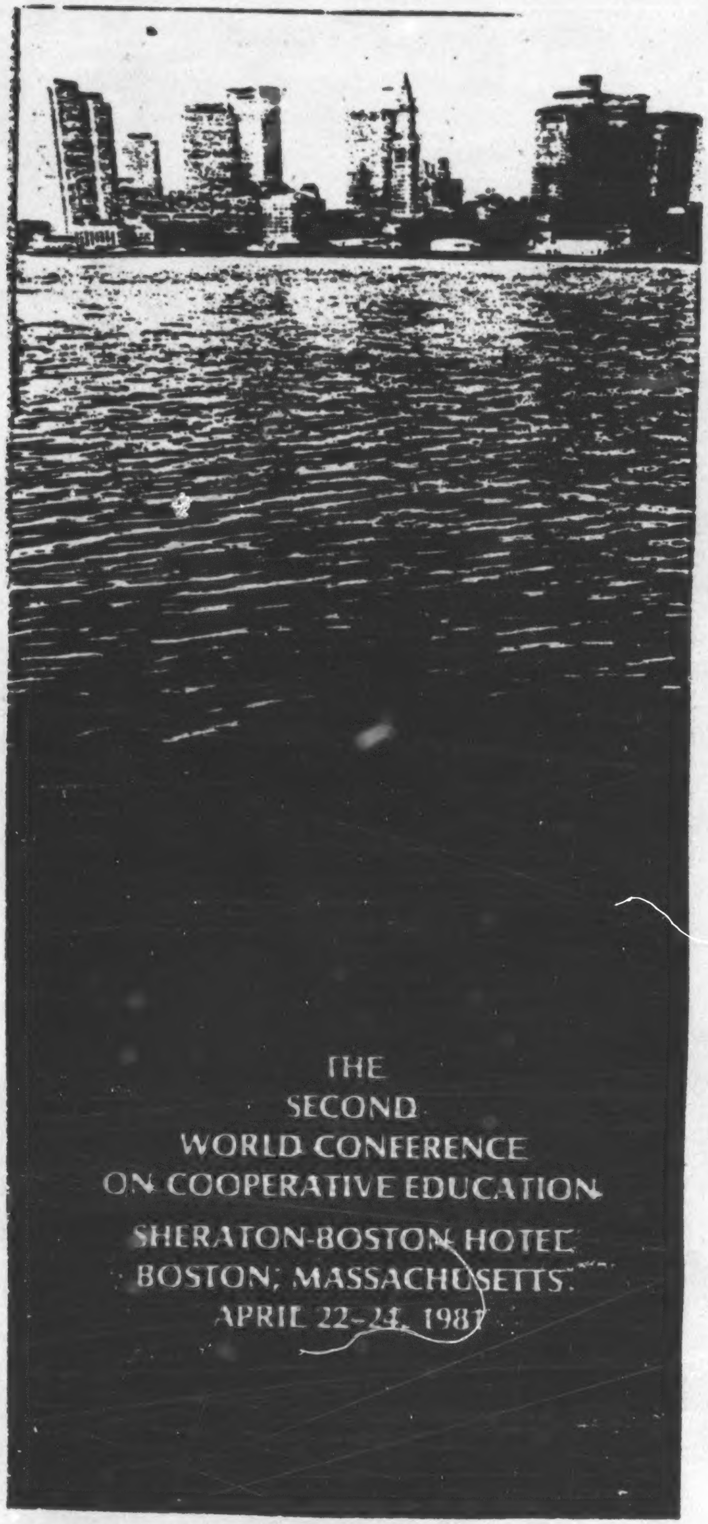
City: ______________ State: ________ Zip Code: ________

Telephone: (________) ______________________
Area Code Number

Please return by March 20th to:
Ms. Janice Goldstein
Division of Cooperative Education
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101
(212) 626-8526

Please make checks payable to CAEL.

Space will be available for the display of program materials. If you wish to display materials from your program, please indicate here (Yes ______ No ______), and plan to arrive one half hour early to set up your display.



THE
SECOND
WORLD CONFERENCE
ON COOPERATIVE EDUCATION

SHERATON-BOSTON HOTEL
BOSTON, MASSACHUSETTS
APRIL 22–24, 1981

The Second World Conference on Cooperative Education, sponsored by Northeastern University, will be held in Boston, April 23 and 24, 1981.

The purpose of the Conference is to formulate workable and acceptable strategies for achieving employment mobility and meeting the human resource needs of society.

The Conference will open with a global overview of the issues affecting the education, training, and employment of men and women around the world. These presentations will be followed by major concurrent sessions, focusing upon the special concerns of industry, labor, government, and education. Small workshops will provide an opportunity to review program designs and implementation concepts. At midpoint, the conference presentations will be synthesized, and proposals made for developing strategies for coordinating education and work. Concurrent sessions and regional groups will offer participants a chance to organize appropriate implementation designs for the regions involved.

Conference Goals

- Participants will be presented the education and training strategies for increasing employment mobility and meeting the human resource needs of society.
- Participants will have acquired the knowledge that the ideas they gain are based on the thinking and experience of world leaders representing the constituencies most involved in effecting social and economic change.
- Groups frequently in adversary positions will have created another communication link in resolving mutual concerns.
- Another step will have been taken in developing understanding among nations.

Registration for the Second World Conference on Cooperative Education will be held on Wednesday, April 22, 1981, and the conference sessions will begin Thursday, April 23, ending Friday, April 24, 1981. The World Conference will follow the annual meeting of the Cooperative Education Association (CEA), the principal professional society for cooperative education in North America. The Newcomer's Session of the CEA Conference will be held on April 21, and the main CEA session on April 22 and 23.

Northeastern University will hold tours of historic sites in Boston throughout the week. Other activities will also be available as part of a spouse program.

National Committee for Middle East Studies

9 East 40 Street
New York, N.Y. 10016
Tel. (212) 532-5005

Rita Lefkort

Joan McGinn

CHAIRMAN
SEYMOUR P. LACHMAN
NATIONAL SPONSORS*
[illegible]
STEERING COMMITTEE
[illegible]

March 17, 1981

Dr. Lee Cohen, Director
Institute for Research and
Development in Occupational Education
Graduate School and University Center
City University of New York
33 West 42 Street
New York, N.Y. 10036

Dear Lee,

I am very pleased that you have agreed to serve as a consultant to the National Committee for Middle East Studies in connection with our project to develop an occupational skills center for the University of Zagazig in Egypt.

Dr. Tolba Eweida, President of the University and Chairman of the Education Committee of the Egyptian Parliament, has invited us to send a team of experts to Egypt to make the initial needs assessment for the project. Accordingly, I hope you can arrange your schedule to be away from New York from April 15 through April 25. Dr. David Bickimer of Pace University and Mr. Dale McArthur of the New York City Board of Education are the other members of the team.

We believe that an occupational skills center will be of immense benefit to the people of Egypt and that our project will serve to enhance friendship between our two countries. In view of your experience in this field, your participation will make a major contribution to the success of the project.

Cordially,

SPL:md

Seymour P. Lachman
Chairman

Affiliated with AMERICAN ACADEMIC ASSOCIATION FOR PEACE IN THE MIDDLE EAST